Psychological Basis of Educational And Vocational Development of Scheduled Caste Students

Report of the ERIC Project :
A Research Study of Psychological Characteristics Vis-a-Vis Educational and Vocational Planning of Scheduled Caste High School Boys

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PREFACE

It can hardly be gainsaid that the social affiliation of an individual influences his vocational development process. Traditionally caste factor in India has been an important determiner of occupational choice.

There had been a hierarchy of castes prevailing in the former Indian society. This type of differentiation influenced the personality development of individuals to a great extent.

Vocational development is conceived of as an important aspect of an individual's maturity. Hereditary descent of occupation is one of the main features of the caste system. It has to a great extent denied the individuals, their social mobility. It has deprived them in finding their vocation suiting to their needs and aspirations.

The Fourth All India Educational Survey revealed that the enrolment of scheduled caste (SC) pupils as compared to the total school population is about 10% in the country. Although, the term scheduled caste is in vogue since the recommendation of 'Simon Commission'; however, the meaning of the term got clarified in article 341 of the Indian Constitution.

The present study has been taken up keeping in view that in years to come we will have increasingly larger number of scheduled caste pupils in our schools. In the context of bringing the cardinal principle of equity in education for our democratic set-up it is desirable to pay an adequate attention to these; hitherto, neglected group of school pupils.

Initiation of school programmes for the benefit of scheduled caste pupils who fall within the priority area at its very outset demand a more clear understanding of such pupils. There is a real dearth of theoretical knowledge pertaining to the behaviours and the developmental processes of scheduled caste pupils.

Educational and vocational planning behaviour of scheduled caste pupils which is function of several psychological variables and sociological factors has been studied in depth in the present study.

The sample of this study comprised of a representative group of scheduled caste high school boys from the state of Haryana. The variables studied were intelligence, self-concept, values and occupational aspiration in relation to career maturity.

The most interesting parts of the study are the rural versus urban, cross and longitudnal comparisons of the SC and Nor SC high school boys.

Statistical analyses using univariate as well as multivariate techniques were undertaken.

Findings of this study were quite revealing such as NSC high school boys were higher than SC in their self-concept as well as intelligence. These differences were more glaring in rural groups. However, such differences dampened in the urban settings. Urban NSC as well as SC high school boys were higher on Career Maturity as compared to their rural counterparts.

Differences in predictor variables of career maturity for NSC and SC high school boys have also been revealed. It was interesting to note that it is only the economic value which contributes to the differences between the rural and urban SC high school boys vis-a-vis their career maturity.

Results of this study bring in a realisation for the implementation of educational and vocational guidance programmes for SC high school boys if they are to be integrated with society.

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The authors are also indebted to the services and help rendered by (a) Department of Education, Government of Haryana, (b) Principals, teachers and pupils of schools included in the sample, (c) Department of Measurement, Evaluation, Survey and Data Processing, (d) Educational Research and Innovation Committee (ERIC) and (e) Secretarial staff of the Department.

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CHAPTER - I

CHAPTER- I

THE PROBLEM STUDIED

(a) THEORETICAL CONTEXT

Caste in India has always played a dominant role. In the Hindu society several castes, whose names vary in different parts of the country, have been associated with unclean occupations, social restrictions, poverty and exploitation by the stronger and richer section of the society for centuries.

Burman (1960) defined caste as a "Hierarchy of endogenous divisions in which membership is hierarchical and permanent. Hierarchy included inequality, both in status and in access to goods and services". This definition is applicable to cross cultural societies. To suit the Indian situation, the following definition seems more apt. Srinivas (1962) writes that from sociological points of view.

"Caste is a hereditary, endogenous, usually localized group having traditional association with an occupation, and a particular position in the local hierarchy of castes. Relations between castes are governed, among other things, by the concepts of pollution and purity and generally, maximum commonality occurs within the caste".

Sudras, Panchamas, Antyajes, Chendals and a few other names of lower caste people appear frequently in several documents. Finally as recommended by the Simon Commission, the term 'Scheduled Caste' was adopted by the Government.

The term "Scheduled Caste" has not been defined anywhere in the constitution. Article 341 of the Constitution reads as follows :

"Scheduled Caste" means such castes, races or tribes as are deemed under Article 341 to be the Scheduled Caste for the purpose of the Constitution of India.

The Scheduled Castes constitute a very important section of minority group, besides being considered of low social status and degraded because of their association with certain lowly activities. The term "Minorities" has not been defined anywhere in the constitution and by construction of the wordings of the constitutional provisions, it would be seen that the Scheduled Castes are not a minority. However, in popular sense, any group that is numerically less than 50% of the population could be taken as a minority group.

The impact of caste system on Indian social system can be clearly seen by looking into political, economic, occupational aspects of Indian society. Many social scientists have commented on the influence of caste on Indian society.

In this context Srinivas (1962) remarks that "the vast majority of the population especially Hindus, not only don't want caste to disappear but they would probably find it impossible to envisage a social system without caste". Ghurye (1968) says "The Hindu society in India is highly caste structured. Even members of other religious group and sects living along with the Hindus are treated as "Caste" for many purposes".

This type of strong and deep rooted differentiation possibly influences the formation and development of certain values in individuals belonging to different castes. Berreman (1972) shows that hereditary derivation of labour which is one of the main features of caste system, has to a great extent denied the individual his social mobility and especially in finding his vocation to fit his ability.

Vocational development is conceived as one aspect of the individual's development. Like social, emotional and intellectual development, it has both dimensional characteristics which make focusing on its worth and developmental characteristics which reveal it as one way in which the general development of the individual manifests itself. Work, like social life and intellectual activity, is one specific medium through which the total personality can manifest itself. Like other aspects of development, vocational development may be conceived of as beginning early in life and proceeding along a curve until late in life.

As recently as 25 years ago, the concept of career development was largely unknown and unarticulated. The prevailing views of career behaviour before the 1950 were almost entirely non-developmental. They characterized career decision making as a time bound, largely static event which occurred at the cross roads of life, usually upon high school graduation, when adolescent did a self assessment, analyzed the world of work, and then decided what to do. It was assumed that career choice was a more or less isolated experience in the ongoing life activities of the individual, having little or no effect upon subsequent success and satisfaction.

From its inception, the guidance movement has had informational services as an integral part of any complete programme. Informational materials as such constitute only one portion of the total services necessary to ensure that they can make a difference in the lives of students. Ginzberg et al (1951), Holland (1966), Super (1957) and others have developed theories around the concept of career development as a life long process. These theories help counsellors to understand the complexity of the process through which individuals move in their vocational development.

Sewell and Haller (1965) drew upon their research and a review of the literature to identify several factors relevant

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to the educational and occupational aspirations of rural youth. The following is a summary of these factors :

1. Intellectual ability : Studies have shown that measured intelligence is highly related to aspirations and is an excellent predictor of success in educational and vocational endeavours.

2. Academic performance : Grades and Ranks in class have been found to be related to future academic performances.

3. Motivation for task performance: The desire to succeed in tasks requiring persistence and high level performance is an important factor in educational and occupational achievement.

4. Attitudes and Values : The individual's feeling about mobility, security, independence, kinds of work he likes, places he wants to live, and belief about his ability have implications for what a person will do.

The number and variety of activities which counsellors and teachers can use to convey information needed by students in their educational and vocational planning are limited only by their imagination. In planning any activity, the school counsellors or teachers may wish to develop three aspects to the plan. First, identify objectives of the plan which can be observed behaviourally. Second, outline the sequence of

activities in which the students will be engaged. Third, indicate the criteria that will be used to evaluate the accomplishment of the activity.

Whether in groups or in individual counselling, counsellors can help students to discover through educational and vocational planning how to feel and be more responsibly independent. Behaviours which move a student toward this objective include their statement of inquiry, attempts to analyse, synthesize, assimilate, make decisions, plan and to follow through the implementation of their plans.

The economic development of a country is related to the care and improvement of conditions for all categories of citizens. For the upliftment of so far neglected section of society, especially the scheduled caste citizens a number of concessions for employment and training have been granted. Efforts are also being made to ameliorate the conditions of school going population of scheduled caste pupils. A realistic planning of opportunities for development of the group, however, need scientifically collected information about their present level of achievement and development particularly regarding their behavioural characteristics for designing programmes in guidance.

On scanning the researches one finds large number of studies on sociological aspects like sociology of Depressed Groups; Scheduled Castes and their education; Caste and Comunities in an Indian village; the Depressed classes their Economic and Social conditions; Equalisation of educational opportunities for Scheduled Castes; etc, but negligible work has been done in studying the various psychological characteristics of the Scheduled Caste students, which are important and necessary for providing appropriate and worthwhile guidance to the Scheduled Caste population.

Researchers like Bibha Rani (1981), M.S. Thakral (1977), Y.P. Aggarwal (1975), N.K. Singh (1975) and few others did some research involving scheduled caste population and some psychological variables.

Gaur, J.S. and Thukral, C.M. have carried out the present study on psychological characteristics vis-a-vis educational and vocational planning of scheduled caste high school boys from the state of Haryana.

The implementation of the findings of the present study are likely to effect the quality of education and preparation for life through a more realistic social role by the scheduled caste students. Guidance services in the long run are surely to bring more inter and intra harmony in the lives of scheduled caste boys through their scientific guidance and more suitable education.

(b) REVIEW OF RELATED LITERATURE

An attempt has been made to review studies related to psychological characteristics and, educational and vocational planning of Scheduled Caste (SC) boys. There are large number of studies related to the education of Depressed Classes, their economic and social conditions; Scheduled Castes and their education etc, but not much work has been done for studying the various psychological characteristics vis-a-vis educational and vocational planning of the Scheduled Caste students.

Dass, Jachuck, and Panda, (1966) studied caste, cultural deprivation and its harmful consequences on cognitive growth in Hindu social system. The study revealed that (i) on the culture fair test of intelligence, i.e., the Raven's Progressive Matrices, the poor Harijan children obtained the lowest scores, and (ii) Harijans, rich and poor, were found to be backward in word reading speed; (iii) the Harijan children were found to have relatively less facility with cross model coding than with unimodel coding, although this they shared with poor Brahmin children.

Rohe, & Srivastava, (1971) conducted a study on changing values among untouchables through education. Results indicated that the subjects from urban areas perceive personality development through education as the most important aim of education. Subjects from sub-urban areas are of the

opinion that education provides a good job and social status. The rural subjects perceive education mainly as an avenue of economic gains whereas those from the urban area are more concerned with aesthetic and moral aspects of education.

Gangrade, (1974) studied educational problems of the scheduled Castes in Haryana school students'. One of the major finding was educational and occupational aspirations of the scheduled caste students were more or less high.

Singh, Pandey, Dubey & Yadav (1974) studied Scheduled Caste and Scheduled Tribes (ST) students of secondary schools in Eastern U.P. The study revealed that about 63% of the teachers felt that the SC students were poorer in intelligence than the other students.

Desai & Pandor (1974) studied SC and ST high school students in Gujarat. The study revealed that the SC/ST students feel inferior in status to Non-SC/ST. They prefer non-professional courses, government jobs and feel self-confident.

Aggarwal (1975) studied locus of control and general intelligence among SC and Non-Scheduled Castes (NSC) students. The study showed that there are significant differences between the two groups in their mean intelligence scores, the NSC group being significantly more intelligent than the SC group.

The same finding regarding the cognitive abilities of SC and ST has been supported by Das et.al.(1970) Das(1973), Girija (1979) and Rangari & Palsane (1980) in their respective studies.

Singhi (1975) studied educational problems of the SC and ST school students in Rajasthan with the major purpose to evaluate the extent to which social legislation as well as other forces of modernization were successful in eradicating sources of inequality and in generating a process of healthy growth of Indian society. The salient findings of the study were as follows : (i) These students had low level of aspiration for technical and professional education and (ii) Most of their teachers expressed that the SC/ST students were comparatively low in calibre and performance.

Das & Singh (1975) explored the cognitive competence of four caste class samples. The samples consisted of class V children who were compared with each other on personality trait scores (Rotter's locus of control test, Eysenck's Personality Inventory, Soueif's test of Rigidity) & on cognitive test scores (RPM; Graham-Kendall's Memory for Designs; Cross Modal Coding; Visual Short Term Memory; Figure copying; Stroops Word Reading). The sample were drawn from (a) non-orthodox Brahmin living in village (b) non-orthodox Brahmin living in an urban area (c) urban Harijan. All these three samples were economically poor (d) the rich Brahmins from urban area.

There was absolutely no consistent tendency to differ among the four groups on any of the personality tests.

On cognitive tests the performance of the Harijans and Brahmin children who were of low SES was not different. However, the rich Brahmin children were invariably superior to all other children in most of these tests. The authors sum up with the note that birth in the Brahmin caste has no absolute advantage in cognitive abilities. Economic prosperity on the other hand reflects more of an advantage than high caste birth.

In a study Sharma (1975) tried to investigate the source of variation in the achievement of fourth grade urban students. A sample of 362 subjects was studied with respect to the caste variable. It was found that the scheduled caste and Backward Caste (BC) group showed significantly lower academic achievement as compared to other NSC groups, i.e. Brahmin, Kshatriya & Vaish.

Chitnis (1976) conducted a study to assess the educational problems of SC/ST college students. The results indicated the following :
(i) SC aspire for graduation; (ii) ST students have higher aspiration (iii) suffer ill-treatment due to inferior caste status and (iv) they reported educational facilities to be useful but inadequate.

Thakral (1977) made comparisons of SC and NSC high school students on locus of control, dimension of personality, vocational aspiration level, general intelligence, idealistic vocational aspirations, and realistic aspirations. The important findings of the study were: (i) SCs on the average, were low in intelligence than the NSCs; (ii) SCs on the average, had low level of vocational aspiration as compared to NSCs; (iii) SCs on the average, were low in idealistic vocational aspiration as compared to NSCs; (iv) SCs on the average, were low on the realistic vocational aspiration than the non-scheduled castes; and (v) the coefficient of correlations were found to be significant between general intelligence and locus of control, locus of control and vocational aspirations and general intelligence and vocational aspiration.

Chitnis (1977) conducted a study to note the problems and see the impact of educational development programmes on SC high school and college students. The study indicated that the SC high school and college students carry poor self-image regarding status, and they believe in caste endogamy.

Gupta (1979) carried out a study of personality syndromes and cognitive characteristics of SC, BC and NSC students. The results indicated that the SC graduates perceive themselves to be better achievers and more confident in comparison to NSC graduates. Self-perception on the achievement dimension

showed no significant difference between the SC and NSC post-graduate students. With regard to intelligence, post-graduate students of the SC and BC appear to have slightly higher mean scores in comparison to the graduates, but the difference is not significant. Larger differences were found between the intelligence levels of post-graduate and graduate students of SC and NSC.

Gupta (1979) studied the personality characteristics and academic achievement of SC and BC students and its implications for administrators. The results indicated that (i) the SC and BC students perceived themselves to be more inadequate and inferior and suffered from a feeling of emotional instability as compared to NSC; (ii) SC and BC students, both graduates as well as post-graduates, were found to be inferior to their NSC counterparts and (iii) the graduate and post-graduate students of SC and BC were found to be poor academic achievers, as the mean academic achievement index of these students were significantly lower than that of the NSC students.

Ameerjan (1979) investigated the academic achievement of the scheduled caste and tribe students of agriculture. The academic achievement of the 34 SC and ST students of B.Sc. (Agriculture) was compared with that of the 126 other students of the same class. It was found that (1) the percentage of SC & ST students who were not at all on (Compartment)

probation during the twelve trimesters was very low. (2) the percentage of SC and ST students who were on probation in any trimester is very high (3) their mean academic achievement in every trimester was significantly lower than that of the others (4) the percentage of SC and ST students who were qualified to receive the degree at the end of the minimum period is also very less, their level of academic achievement is significantly low when compared to that of the others.

Desai (1979) in his study on perception of self and others as related to group membership found that Patel, Rajput, Brahmin, & Harijan students have almost similar perceptions of self. All four groups perceive their own groups in the most favourable light. There is a tendency for Harijans to react less favourably. Perceptions of other groups are significantly lower than the perceptions of own groups.

Gupta (1979) in his study compared in psychological perspective, the SC and BC students with the NSC students. The sample for the study was drawn from graduate and post graduate students of Meerut University. The tools used in the study were Meenakshi Personality Inventory (13 needs) Bhatnagar's Self concept Inventory (5 aspects) RPM Test (For general intelligence) and Academic Cumulative Records.

The results of the personality test showed that the two groups (SC/BC & NSC) were significantly different on

n-autonomy, n-affiliation, n-dominance, n-abasement, n-nurturance, n-endurance, and n-aggression. SC students had significantly higher score than NSC on n-affiliation, n-abasement, n-nurturance & n-endurance. However, sufficiently lower level of n-autonomy, n-dominance & n-aggression were found in them as compared to NSC.

As regards the structure and organization of the self concept the two groups of students were much different from one another. The mean scores of the SCs as compared to NSCs were significantly higher on achievement, confidence, inferiority & emotional instability. These are contradictory trends characterizing their self concepts.

On intelligence, SCs were found to be significantly inferior to NSCs.

Similarly, on academic achievement aspect also it was found that the mean achievement index of SCs was significantly lower than NSCs.

Rath, Dash & Das (1979) in their study on cognitive abilities and school achievements of the socially disadvantaged children, observed that high caste Brahmin children secured higher educational achievement scores than Harijan children.

Yadev (1979) studied intelligence and the motivational tendencies of SC and NSC students. The study was done in

Ajmer (urban) on a semple of 100 class IX and X students (SC = 50; NSC=50). The results showed that the two groups did not differ significantly either on intelligence or on motivational tendencies.

Rani (1981) studied the self concept and other non-cognitive factors effecting the academic achievement of the SC students in institutions for higher technical education, and found that (i) the SC students were comparatively low in achievement than NSC (ii) SC students did not aspire for further studies; and (iii) had a low self-concept than NSC students.

Naidu (1981) studied self-image of SC educated youth. A 20 item checklist was used for measuring the self-image of the students, using three different sets. The sets were : (a) self-image by self; (b) self-image by ingroup; and (c) self-image by outgroup-peers. A consistent finding of the study had been that the three self-images of the respondents differ significantly. Incongruence had been found between the image by self. image created by ingroup and image created by outgroup, rather on the excessive side in some aspects. Their image is still marked by their age old social stigma.

Gupta (1982) studied vocational choices of SC and NSC students. The following were the results :

(1) SC boys indicate preference for white-collar officers vocations, like

- IAS/MP/Political top post.
- Banking Officers/Business Manager /Executive Officers,
- State Govt. Gazetted Officers/Technical Officers,
- Lawyers, Advocates/Journalists/Editors,

in order of preference, but the boys of NSCs have ranked the sequence of vocations from most preferred to least preferred.

(2) NSC boys indicated growing preference for highly skilled vocations, like :

- Central Engineering Services/C. A.,
- Medical class I services/University Professors,
- Military Commissioned Officers/Judicial Officers,
- Skilled Professions, Spinning, Weaving, Poultry, Printing, Composition, Teaching, Nursing, Library Sciences, Physical Education-Coaching for games in order of preferences.

(3) Differences in vocational preferences exist between boys of SC (10%) NSC (6.6%) for different vocations. Few in both the groups indicate preference for

- Social workers, Gram-Sewak, Non-skilled Govt./Semi-Govt./ Public Undertaking class IV vocations/Peons/ Gate Keepers.

(4) Only 16.6% NSC students preferred for

- Semi-skilled and non-gazetted vocations, Farming, Dairy, Carpentary, Bakery/Office Assistent, Clerks, Technical Assistents, Agents, of vocation and 26.6% of SC students preferred these vocations.

(5) The NSC boys (37.4%) preferred vocations like

- IAS/MP/Political top post.,

but the case is otherwise with boys of SC group(48.2%) and this group dominates in this regard.

(6) A growing amount of preference is evidenced for vocations, like

- Central Engineering Services/CA in NSC boys but the SC boys are quite different towards this category.

Ameerjan(1984) studied the background variables of the SC and ST college students. The sample of the study consisted of first year students of different degree courses in the University of Agricultural Sciences, Bangelore. 104 students of SC/ST, 176 students of BC, ST communities and 80 students of Forward castes were included.

The results of the study revealed that when compared to other castes, the SC & ST students were relatively older and had disadvantaged family background in all respects.

Further their academic achievement was of lower level and had lower educational aspiration. Even their perception of parent's aspiration for their wards higher education was found to be low. However, the SC & ST students did not differ significantly from that of other caste groups in their rural-urban background, the medium of instruction they had in their school education, their satisfaction of academic achievement so far, and the perception of the frequency with which their parents discuss with them on matters related to their education.

In view of the above mentioned studies it is not surprising that the lower level of intelligence, poor self-concept and poor academic achievement characterises the SC students. It can probably be said that they have not yet come at par with the NSC students. Thus, the results of this study may further explore and help in formulating a realistic policy for the development of guidance and counselling programmes for SC students.

(C) Statement of the Problem, Explanation of Concept & Hypotheses tested

STATEMENT OF THE PROBLEM :

The present investigator [illegible] study of psychological characteristics vis-a-vis educational and vocational maturity of scheduled caste [illegible] school boys. It cannot be gain said that [illegible] will be having increasingly higher number of scheduled caste pupils in our schools. Initiating suitable school programmes for the benefit of this group of pupils [illegible] will demand more close understanding of such pupils. Thus, the investigator of the present study is interested in developing meaningful insights for guidance workers regarding the nature of differences on some selected psychological characteristics between scheduled and non-scheduled caste high school boys belonging to rural as well as urban areas vis-a-vis their career maturity.

DEFINITION OF THE CONCEPTS USED

Self-Concept

Rogers (1951) defined self-concept as "an organized configuration of perceptions of the self which are admissible to awareness. It is comprised of such elements as the perceptions of one's characteristics and abilities; the percepts and concepts of self in relation to others and to the environment, the value qualities which are perceived as associated with experiences and objects, and the goals and ideals which are perceived as having positive or negative valence."

Howe (1961) referred to self-concept as one's attitude toward self and according to Peterson (1968) self concept is an organised configuration of perceptions, beliefs, feelings, attitudes and values which the individual views as a part of characteristics of himself.

Saraswat & Kaur (1981) described self-concept as "the individual's way of looking at himself. It also signifies his way of thinking, feeling and behaving."

Behaviourists view the self as "an empty black box" whose contents are unimportant and unhelpful, and misleading. They were convinced that strictly objective attitude was the only possible way to advance over scientific understanding of people. But decades of radical behaviourism have failed to produce the expected advances. It has clarified the pitfalls in self-psychology. Consequently, psychologists have returned to the problem of self, raised long back by William James.

Lynche, Norem-Hebeisen and Gergen (1981)
William Fitts(1943) suggested that attention should be shifted from global measures of the self-concept to configurations of responses across self-concept dimensions. Such configurational patterns should be more sensitive of value and effects.

Following are the definitions of some of the dimensions of self-concept included in the study:

1. Physical Self-concept : Individuals' view of their body, health, physical appearance and strength.
2. Social Self-concept: Individuals' sense of worth in social interaction.
3. Temperamental Self-concept: Individuals' view of their prevailing emotional state or temperament of particular kind of emotional reaction.
4. Educational Self-concept: Individuals' view of themselves in relation to school, teachers, and extra curricular activities.
5. Moral Self-concept: Individuals' estimation of their moral worth, ~~etc~~.
6. Intellectual Self-concept: Individual's awareness of their intelligence and capacity of problem solving and judgement.

Thus, the self of a person is as he feels, perceives, and thinks of himself. Just as a person sees objects and other people which are never entirely complete and accurate, so his perceptions of himself are never entirely complete and accurate.

Occupational Aspiration:

Haller and Miller (1967) defined level of occupational aspiration (LOA) as orientation towards occupational goal. The LOA is considered as a concept which is logically a special instance of the concept level of aspiration. Its special nature consists only in the continuum of difficulty. This continuum of difficulty is the occupational hairarchy.

By "occupational aspiration" is usually meant what the individual considers to be the ideal vocation for himself. Defined in this way, aspiration is quite similar to a person's fantasy choice (Brow, 1943) as elicited by such interview and open ended questions as "what would you do if you could do what you really wanted to do?"

The Value:

An individual, in order to achieve any consistency in his social behaviour, has to arrive at standards of conduct. He must decide for himself the kind of person he wishes to be and ascertain for himself what things are worthwhile. Such standards are known as "ideals" or "values". He has to choose whether to conform or to defy, whether to respect conventional taboos or to see what he can get by following the new ways, whether to seek immediate pleasures or to set his sight on distant goals. He arrives at some sort of ideal self as he would like to become, and then judges himself according to that value.

The family is the main mediator of culturally defined values. These values for the social class, to which the parents belong, are interpreted for the child by his parents.

A closely related way of approaching the criterion of maturity is to seek for the unifying philosophy in terms of some standard classification of values.

Spranger (1928) defines six major types. He contends that every actual person can be regarded as approaching (but not fitting perfectly within) one or more of these value directions. According to Spranger, human life harbours six main types of values, and these appeal in varying degrees to individuals, build the unity of their lives about them.

1. The Theoretical : The dominant interest of the "ideal" theoretical man is to discover the truth. His chief aim in life is to order and to systemtize his knowledge.
2. The Economic: The "ideal" economic man is characteristically interested in what is useful. This type is thoroughly "practical"
3. The Aesthetic: The aesthetic man sees his highest value in form and harmony. Every experience is judged from the standpoint of grace, symmetry, or fitness. He need not be creative artist he is aesthetic if he finds his chief interest in the artistic episodes of life.
4. The Social : The highest value for this ideal type is love of people, whether of one or many, whether friendly or philanthropic. He is kind, sympathetic and unselfish.
5. The Political : The political man is interested in power. These are certain personalities in whom the desire for a "direct" expression of this motive is uppermost, who wish above all else for personal power, influence and renown.

6. The Religious: The highest value for the religious man may be called unity. He is mystical, and seeks to comprehend the cosmos as a whole, to relate himself to the embracing totality.

Mixed Type Intelligence

Wechsler (1944) defined intelligence as "the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment."

Stoddard (1943) offered the following definition:

"Intelligence is the ability to undertake activities that are characterized by (1) difficulty, (2) complexity, (3) abstractness, (4) economy, (5) adaptiveness to a goal, (6) social value, and (7) the emergence of originals, and to maintain such activities under conditions that demand a concentration of energy and a resistance to emotional forces."

According to Raven (1960) "Intelligence is a child's capacity to for comparisons and reason by analogy and to adapt to this way of thinking as a consistent method of reasoning..."

Mehrotra (1975) defined mixed type of intelligence as "a combined measure of several capacities of the pupil including verbal and non-verbal measures which are necessary for proper assessment of one's global mental capacity."

Career Maturity

The term career maturity denotes the degrees of development, the place reached on the continuum of career development from exploration to decline (Super, 1957).

An individual's vocational or career maturity reflects his "readiness to make vocational decisions, called for by society, revealed by method of coping with developmental tasks, which are occupational in nature." (Super, 1964).

Crites (1961) defined vocational maturity as that construct which refers to the maturity of an individual's vocational behaviour as indicated by the similarity between his behaviour and that of the oldest individual in his vocational life stage."

Later, the term "Vocational maturity" was replaced by the new term " career maturity" for which the following reasons have been used by Crites (1973). "Firstly, the latter term reflects the current emphasis on career education that is a parallel process to career development. Second, 'Career' does not have some of the specialized meanings that are associated with "Vocational" it symbolizes a new point of departure and value system in preparing everyone to play a meaningful and productive role in the market place. And third, "Maturity" captures and conveys the concept of progressive change which underlines emerging career awareness, exploration and decision making.

Crites constructed an inventory to measure career/vocational maturity which was initially named as vocational development Inventory (1965). Later, in its 2nd edition due to professional reasons it was renamed as Career Maturity Inventory (CMI)(1973)

The CMI has been conceived and constructed to measure the maturity of attitudes and competencies that are critical in realistic career decision making. In the past it was thought that choosing a life's work was largely a matter of chance; the choice was made at a particular point in time, usually when leaving high school.

However, the cross-sectional view of career choice has been challenged in recent years by recognizing the fact that selecting an occupation is a process which spans a considerable number of years, usually from late childhood into early adulthood. The process of career development has been further analysed as unfolding through several distinct but interrelated factors. These include-consistency of career choice over time, realism of career choice in relation to personal capabilities and employment opportunities;

- Career Choice attitudes.
- Career choice competencies.

The CMI has been designed to provide relevant and convenient measure of the last two of the above stated factors. To assess the Maturity of these career behaviours, the CMI

Attitude Scale: It elicits the feelings, the subjective reactions, the dispositions that the individual has towards making a career choice and entering the world of work. Many conative aspects of decision making are stated in the items of the attitude scale. More specially five attitudinal variables are surveyed.

- decisiveness in career decision making
- involvement in career decision making
- independence in career decision making
- orientation in career decision making
- compromise in career decision making.

The Competence Test measures the more cognitive variables involved in choosing an occupation. These include -

- Self appraisal i.e. appraisal of the individual's job related capabilities
- Occupational information i.e., knowledge about the world of work.
- Goal selection i.e. aptness in matching personal characteristics to occupational requirements.
- Planning or foresight in planning for a career.
- Problem solving i.e. effectiveness in coping with the problems which arise in the course of career development.

Taken together the Attitude Scale and the Competence Test provide both an extensive and intensive inventory of the critical behaviours in mature career decision making and development.

HYPOTHESES

The [illegible] of Indian [illegible] and depend [illegible] such as [illegible].

As far as [illegible] Indian [illegible] of about [illegible] Hence it is [illegible] attention [illegible] and [illegible] Non Standard [illegible].

Studies [illegible] (1977), [illegible] significant [illegible] caste variables [illegible] etc. on variables [illegible].

In [illegible] hypothesis [illegible]:

(H0) I – There is [illegible] variables [illegible] viz., [illegible] standard [illegible] variables simultaneously)

a) [illegible]
b) [illegible]
c) [illegible]
d) [illegible]
e) [illegible]

(Ho)2 - There is [illegible] the length of the fiddler crab, [illegible] Sambia, i.e., in [illegible] psychological maturity [illegible] carrer maturity.

a) [illegible]
b) [illegible]
c) [illegible]
d) [illegible]
e) [illegible]
f) [illegible]

(Ho)3 - There is [illegible] psychological [illegible] secondary school boys.

(Ho)4 - There is no significant difference [illegible] secondary school boys [illegible] their [illegible] study habits [illegible] carrer maturity [illegible].

Null hypothesis [illegible] (Ho)1 - (Ho)4 were also [illegible] secondary school boys, carrying out the [illegible] analysis.

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(d) DELIMITATIONS OF THE STUDY

The aim of the present study was to assess the level, ment of vocational and vocational planning of the Scheduled Caste (S.C.) High school boys. Before starting the study as such, the following delimitations could be anticipated:

i) It was intended to conduct the present study on the national level but due to the non availability of psychological tests in languages other than Hindi and also due to cultural diversity from state to state, it was not feasible.

ii) Due to lack of our resources, we had to plan the present study only for the Hindi speaking state of Haryana, drawing the sample from the four districts, namely Ambala, Gurgaon, Karnal and Hissar only.

Chapter - II

REVIEW OF LITERATURE

(a) RESEARCH STUDIES IN INDIA

[illegible] procedural features, these are :

i. Sample

ii. [illegible]

iii. [illegible]

iv. [illegible]

v. [illegible]

vi. [illegible]

1. SAMPLE

The fourth All India Educational Survey revealed that the enrolment of SC pupils as compared to the total school population comprised of about 8.5% of the total student population in the country.

Initially it was intended to have a larger regional coverage by way of including at least all Hindi speaking states in the sample. However, due to limitations of time and resources at our disposal, it was planned to carry out an intensive study in one such state which has a manageable student population of about 6,000 SC students in class IX.

Four districts viz., Faridkot, Gurgaon, Karnal and Hissar, were selected from the state of Haryana on the basis of purposive sampling technique. These districts were selected such as to include one from the most highly developed region (Faridkot), two from the intermediate level predominant areas (Karnal and Hissar) and one from semi-urban (Gurgaon) geographical area. The basis of selecting the number of schools in Haryana revealed that on an average there are about 100 higher secondary schools in each district.

At least 2 to 4 schools from each of the selected districts were selected on the basis of purposive random sampling method. Following this 10 schools were selected which covered the required number of the students, i.e. 300 students in total.

As significantly different groups were planned to have comparable groups of male boys. Thus, only 300 students were selected, matched in the same way but they were selected from the same classes of same schools.

II. SELECTION OF VARIABLES

The study included the following variables because they seemed to influence the educational and vocational planning of the students.

1. Self-concept : Self-concept has six dimensions namely :

   a) Physical self-concept- individual's view of his body, health, physical appearance and attraction.

   b) Social self-concept- individual's sense of worth in social interaction.

   c) Aspirational self-concept- individual's view of his prevailing aspirational status.

   d) Achievement self-concept - individual's view of achievement in school, teachers, and extra-curricular activities.

   e) Moral self-concept - individual's estimate for his moral duties, principles and evaluations.

   f) Intellectual self-concept- individual's awareness of his intellectual ability and capacity for problem solving and judgement.

2. Occupational aspiration : Level of Occupational Aspiration (LOA) has been defined as orientation towards occupational goal.

3. Values :

   a) Aesthetical - interest is in truth and his chief aim in life is to gain knowledge and knowledge.

   b) Economical - interested in the useful, the practical self-interest and the world.

   c) Theoretical - has no aim, form and harmony.

   d) Social - values to love people.

   e) Political - interest primarily is in seeking power.

   f) Religious - working for unity, seeks to comprehend cosmos as a whole.

4. Intelligence : assessed through a mixed type, i.e. verbal and non-verbal area, test of intelligence.

5. Career Maturity : It is a measure of the maturity of attitudes and competencies that are critical in career decision making.

ii. Description of tools

The following tools were used in the study :

a. Self-concept Inventory (Hindi)

- Dr. M.L. Kamat

b. Occupational Aspiration Scale (Hindi)

- Dr. S.P. Ahmad

c. Value Test (Hindi)

- Dr. R.L. Mehta

d. Mixed type of Group Test of Intelligence (Hindi)

- L.N. Dubey and Dr.

e. Crites' Career Maturity Inventory - Attitude Scale (Hindi)

- Dr. Nirmal Singh

A more detailed account of these tests have been given in Chapter-III (C).

IV. [illegible]

[illegible] two phases. [illegible] collected in [illegible]. [illegible] only from [illegible] could not be contacted, [illegible] second phase [illegible] considered in the present study.

V. [illegible]

[illegible] specific [illegible]:

a. [illegible] boys in their [illegible] characteristics viz., self-control, [illegible], [illegible], intelligence, and [illegible] level?

b. How does the [illegible] differ in [illegible] characteristics of boys [illegible] their [illegible] level?

c. How does the [illegible] characteristics [illegible] significantly related with [illegible] to SC boys of secondary level belonging to rural and urban areas?

d. How does the rural SC and nSC boys differ from each other in their psychological characteristics?

e. How does the urban SC and nSC boys differ from each other in their psychological characteristics?

On the basis of these research questions the hypotheses / were (as mentioned in Chapter I,c) has been tested.

To verify the above mentioned hypotheses, the following statistical plans were designed.

I (a) The 't' test (considering when population variance is common) was applied on all the psychological variables to test the significant differences between the means of SC and NSC, rural SC and rural NSC, urban SC and urban NSC, rural NSC and urban NSC and rural SC and urban SC boys of secondary school level.

(b) Mahalanobis D^2 statistics was planned to be used to test the significant difference between the mean values of SC and NSC, rural SC and rural NSC, urban SC and urban NSC, rural SC and urban SC and rural NSC and urban NSC boys of secondary level on each of the four sets of psychological variables namely :

(i) Six dimensions of self-concept scale;

(ii) Six dimensions of values test;

(iii) two dimensions of intelligence test;

(iv) attitude and five dimensions of the Career Maturity Inventory.

(c) To know the changes in psychological characteristics over a period of time, 1983-84 and 1984-85, the "Paired t-test" was applied for each of the group,

namely, total SC, total NSC, rural SC, rural NSC, urban SC and urban NSC on each of the variables, namely :

(i) Total self-concept and its six dimensions;

(ii) total intelligence and its two dimensions;

(iii) attitude, total competence, and its five dimensions.

2. Step up multiple regression analysis was used to identify the psychological variables which contribute significantly towards career maturity of SC boys for the date of the year 1983-84. For this analysis, following four different combinations of variables were undertaken :

(a) For this analysis, the score of attitude scale of career maturity inventory was taken as dependent variable and all the six dimensions of self-concept, occupational aspiration scale, all the six dimensions of values test, two dimensions of intelligence test, and total school achievement as independent variables.

(b) For this analysis, each of the five dimensions of competence test and total competence score of career maturity inventory were taken as dependent variables separately in place of attitude scale of career maturity inventory with all the independent variables mentioned in the analysis 2 (a).

3. Discriminant Functional Analysis was used to study the significance of additional discrimination between rural SC boys and urban SC boys on all the four sets of independent variables as given in analysis 2 (a) and 2(b) by including the variables one by one. The order of variables included in different steps was identified on the basis of step-wise multiple regression analysis done in 2 (a) and 2(b) as well as on the basis of findings of previous researches on these variables.

4. Analyses mentioned at serial No.2 and 3 were done for NSC boys also.

VI RESULTS AND DISCUSSION

The results of the present study have been discussed in details in chapter V.

(b) THE SELECTION OF THE UNIVERSE AND THE UNITS FOR STUDY; CONSIDERATIONS THAT COVERED THE SELECTION OF THE UNIVERSE; SIZE OF THE SAMPLE; AND THE PROCEDURE FOR THE SAMPLE DRAWN . . .

THE SELECTION OF THE UNIVERSE AND THE UNITS FOR STUDY :

The universe of the present study was the high school boys and the units for study were the SC and Hindi speaking students only.

CONSIDERATIONS FOR THE SELECTION OF THE UNIVERSE :

There are several theories on career maturity and career development which have been developed on the basis of the data collected from the high school boys in the Western countries. However, in India not many such studies have been conducted. As such it was decided to develop an insight into the development of career maturity of Indian high school boys, particularly belonging to the SC category.

It was visualized that perhaps the findings of this study may help the educational planners in developing suitable programmes for the career development of such boys.

SIZE OF THE SAMPLE :

The data were collected on the sample of SC secondery school boys, but to make it a comparative study, data were

also collected on NSC secondary school boys. The data were collected in two phases, i.e., after a gap of one year, from the same students.

The first phase data were collected on a sample of 180 SC and 205 NSC secondary school boys from four districts of Haryana.

The second phase data were collected on the same students, but there was attrition due to the dropping out of few students. Thus, there were 130 SC and 160 NSC secondary school boys.

PROCEDURE FOR THE SAMPLE DRAWN :

Four districts of Haryana were selected for the purpose of data collection on the basis of purposive sampling method. These districts were selected in such a way as to include one from an industrially developed region, two from predominantly agricultural area, and one from semi-urban geographical area. The districts were Faridabad (industrial area), Hissar and Karnal (Predominantly agricultural area), and Gurgaon (Semi-urban area).

At least 5 to 10 schools from each of the aforesaid districts were selected on the basis of purposive random sampling method. Thus, a total of 33 schools were selected which provided a sample of 180 SC and 205 NSC (first phase data) secondary school boys.

A detailed picture of the sample drawn for the present study is given in tabulated form in Table 1.

(C) TOOLS USED

The following is the description of the tools used in the present study. Saraswati's (1984) Self-Concept Inventory in Hindi was used to measure self-concept of pupils.

Grewal's (1975) Occupational Aspiration Scale (OAS) was used for measuring the level of occupational aspiration of pupils.

Ojha's (1977) test for measuring the values of pupils was also used.

Mehrotra's (1975) test of Mixed Type Group Test of Intelligence (Verbal & Non-Verbal) was used for getting a measure of the level of intelligence of pupils.

The level of career maturity of pupils was judged with the help of the Career Maturity Inventory of Crites (1978) later adopted in India by Gupta (1981).

Self-Concept Inventory

The inventory provides six separate dimensions of self-concept, viz. physical, social, intellectual, moral, educational and temperamental self-concept. It also yielded a total self-concept score as well.

The inventory contains 48 items under six dimensions, each dimension containing eight items. Each item is provided with five alternatives. Responses are obtained on the test booklet itself. There is no time limit, however, twenty minutes may suffice for attempting this inventory.

The self-concept inventory has been standardized on a sample, of one thousand boys and girls of classes IX and X belonging to the age group of 14 to 18 years from twenty Higher Secondary Schools of Delhi.

The test-retest reliability of the inventory was found out to be 0.91 for the total self concept and for the various dimensions it varied from 0.67 to 0.88.

The content and construct validity, based on the opinions of experts, has been reported for this inventory which is of satisfactory level.

Occupational Aspiration Scale (OAS)

The scale is based on a list of 150 occupational titles of National Opinion Research Centre (NORC, 1947). This number was reduced to 108 by a panel of judges, employed in different occupations. The final list was administered on 200 persons who were asked to rate each occupation on a five point scale ranging from an occupation of "excellent" to "poor" standing.

The responses are scored with the help of a scoring key and the scores of each item ranges from '0' (lowest) to '9' (highest). A score of '9' indicates that a job from among the highest eight prestigious occupations and a score of '0' indicates that a job from the lowest eight occupations has been preferred.

It is not a time bound test, however, half an hour is sufficient for completing the test.

Norms have been determined by administering the scale to 1375 higher secondary students belonging to different sex, age, grade, residence and cultural groups.

The test-retest and split-half reliabilities have been reported to be 0.84 and 0.54 respectively.

The validity of OAS, against Heller and Miller's Occupational Aspiration Scale has been reported to be 0.75.

Value Test :

This test contain 45 questions and it measures six values. They are (i) Theoretical, (ii) Economic, (iii) Aesthetic, (iv) Social, (v) Political and (vi) Religious.

The test has two parts : The first part contains 30 questions and two alternative answers for each question; the second part consists of 15 questions only and four alternative answers for each question. Thus, there are 120 alternative answers, 20 each for six values.

The split-half reliability for the six values are as follows :

1.	Theoreti-cal	0.45 to 0.71
2.	Economic	0.51 to 0.78
3.	Asthetic	0.40 to 0.80
4.	Social	0.59 to 0.72
5.	Political	0.42 to 0.78
6.	Religious	0.50 to 0.90

Reliability of Kuder-Richardson gives the following values :

1.	Theoretical	0.70
2.	Economic	0.80
3.	Asthetic	0.69
4.	Social	0.89
5.	Political	0.88
6.	Religious	0.71

Since no test of values in Hindi was available, this test was used and its English verson has been validated with a number of other tests of values.

Mixed Type Group Test of Intelligence
(Verbal and Non-Verbal)

The test consists of two parts i.e., verbal and non-verbal and each part contains five sub-tests. They are as follows :

A.	VERBAL TEST	B.	NON-VERBAL TEST
1.	Analogy test	1.	Analogy test
2.	Number-series test	2.	Arrangement test
3.	Classification test	3.	Classification test
4.	Vocabulary test	4.	Digit-Symbol test
5.	Reasoning test	5.	Part-fitting test

All these subtests, are mostly saturated with 'g' factor. Under each test there are fifty items organised in an omnibus selective form.

The test was standardized on a sample of two thousand one hundred and one (2101) school going pupils selected from thirteen districts of U.P. stratified into three regions.

The reliability coefficient obtained by split-half method for the verbal test is 0.91, non-verbal test is 0.81 and full test 0.88; Test-retest reliability for verbal test is 0.89 non-verbal test 0.82 and full test 0.86; and Kuder-Richardson reliability for verbal test 0.90, non-verbal test 0.80 and full test 0.85.

The validity of the test has been found out by adopting five criteria. They are as follows :

1. Correlation with teacher's ratings,
2. Correlation with examination marks,
3. Sub-test validity in terms of 'g' saturation,
4. Correlation with other test scores, and
5. Factorial validity.

The results indicate that it is a very valid test of intelligence.

Career Maturity Inventory (CMI)

The inventory is divided into two parts; (1) Attitude Scale and (2) Competence test.

Attitude Scale : It measures conative aspects of career decision making.

The items of the modified and adapted attitude scale were approved by the experts from the field of guidance to suit the Indian situation. The key for the adapted scale was based on the majority responses of Indian students and these responses were subjected to item analysis to get the item discrimination value on the basis of extreme groups for each item. Finally, the item selected through this procedure were administered to three grades to see whether each item met the developmental criteria. Thus, modified and adapted Hindi Version on the attitude scale contains 50 items which discriminate psychometrically and between grades.

The test-retest reliability was reported to range from 0.78 to 0.82.

There was 100% agreement between judges' ratings and student majority responses when they were asked to indicate what they consider to be more mature response to each item. It indicates the validity of the scale. The mean of the items of the scale over three grades established the validity of items in the Indian sample.

Competence Test : It measures the cognitive aspects. There are twenty items in each part of the test, and the test has five parts. They are :

1. Self appraisel (Knowing the self)
2. Occupational Information (Knowing about jobs)
3. Goal Selection (Choosing a job)
4. Planning (Looking ahead)
5. Problem Solving (What should they do ?)

The Hindi version of the competence test was administered to 40 students of XII class of a local school. The items which discriminated between the upper 27% and lower 27% students and the suitable items in judges' opinion were selected. Thus, the adapted competence test contains 70 items in total.

The split-half reliability of the test has been reported to range from 0.54 to 0.88.

Content validity, criterion related validity and construct validity were calculated and the results indicate that the adapted competence test is valid on Indian sample.

Procedure Used for Collecting Data :

The following instructions were given to students for administering the test.

Self-Concept Inventory

The following instructions were read out to the students from the inventory.

"This is a self-concept inventory. There are 48 items in it. Against each item there are five responses. You have to read each item carefully and respond to by making a tick (✓) on any one of the five responses given against that item, which you think describes you well.

There is no right or wrong answer. The right answer is only what you feel about yourself. Try to give your responses according to what you feel about yourself with reference to that statement. Your answers will be kept confidential".

Occupational Aspiration Scale (OAS)

The instructions read out for the OAS were as given below :

"This set of questions concerns your interest in different kinds of jobs. There are eight questions. Each one asks you to choose one job out of tem presented. Read each item carefully. They are all different. Answer each as best as you can. Do not omit any".

It was also emphasized by the investigator to the respondents that there are no "right" or "wrong" answers, and they are not bound by a time limit. Half an hour is a sufficient time for the administration of the test.

Scoring

Self Concept Inventory

The respondent is provided with five alternatives to give his response ranging from most acceptable to least acceptable description of his self-concept. Alternatives or responses are arranged in such a way that the scoring system for all the items will remain the same, i.e., 5,4,3,2,1 whether the items are positive or negative. If the respondent put (✓) mark for first alternative the score is 5, for second alternative the score is 4, for third alternative score is 3, for the fourth alternative it is 2, and for the fifth and last alternative the score is 1 . The summed up score of all the forty eight items provides the total self-concept score of an individual. A high score on this inventory indicates a higher self-concept, while a low score shows low self-concept. Transfer the score of each item on the front page against that item. Now add all the scores of eight items given in that column, this will give the score for that particular dimension of self-concept.

Occupational Aspiration Scale (OAS)

All the eight items are scored in the same way. There are ten alternatives for each question. Only one alternative may be checked. The scores for each alternative are as follows :

addition of every page on the front page (Scoring table) of the test booklet. This provides the individual score for each of the six values.

Mixed Type Group Test of Intelligence
(Verbal and Non-Verbal)

In this test, only one correct answer is to be selected by a pupil for one question from the different alternatives given under each question. 1 scoring credit of one point should be given for each correct answer and zero for each incorrect answer. No marks should be deducted for wrong answers. For scoring, keys have been prepared for verbal and non-verbal tests separately. After setting the scoring key on the answer sheet, the wrong and left out questions should be crossed. The number of correct questions should be counted in each test, i.e., verbal and non-verbal, which becomes the raw scores of a pupil. This raw score can be interpreted according to the different types of norms given.

Career Maturity Inventory (CMI)

In the CMI Attitude Scale, the total number of correct responses is the raw score in response to 50 items. Similarly, in Competence test, raw score is the total number of correct responses to the fourteen items of one particular part of the test. The following rules of scoring were followed while scoring Attitude scale and competance test.

Date: 25-11-87

Alternative	Score
1	2
2	4
3	8
4	2
5	9
6	0
7	6
8	3
9	5
10	1

The total score is the sum of the scores for each of the eight questions.

The raw scores may be converted into standard or T-scores depending upon the purpose of the study.

Values Test

Below every page, six boxes have been made on the basis of the six values measured by the test. Write down the

(i) The individual raw score is the total number of keyed responses to the test or part being scored.

(ii) A correct response is one for which the keyed alternative only is marked.

(iii) A wrong response is one for which an incorrect alternative and no other alternative is marked.

(iv) An omitted or multiple marked item is treated as a wrong response.

(d) FIELD WORK

The dates for testing were finalised after taking due permission from the headmasters of the concerned schools. Tests were administered in 33 schools. Two days time was required for the administration of the tests.

The tests used were (i) Self-Concept Inventory by Saraswat (1984); (ii) Occupational Aspiration Scale (OAS) by Grewal (1975); (iii) Values Test by Ojha; (iv) Mixed Type Group Test of Intelligence (Verbal and Non-verbal) by Mehrotra (1975); and (v) Career Maturity Inventory (C.M.I.) of Crites (1978) later adapted by Gupta (1981).

The first four tests and a part of the fifth test were administered on the first day of administration, in the same order as mentioned above. The second part of the C.M.I., i.e., the Competence test, was administered on the second day of data collection.

In addition to the above psychological tests, the school achievement test scores of the students were also collected.

Mr. Thukral, the Project Officer, and Prof. Gaur, the Principal Investigator, visited four and three schools respectively along with the Junior Project Fellow (JPF) while

collecting the data.

After completing the first round of data, it was decided that the data should be again collected, after a gap of one year, from the same students to check their educational and vocational development. Accordingly the data were collected; this time only three tests were administered in one day. The tests administered were (i) Self-Concept Inventory; (ii) Mixed Type Group Test of Intelligence (Verbal and Non-verbal) and (iii) Career Maturity Inventory.

During this second round of data collection, Mr. Thukral the Project Officer, visited three schools.

While collecting the second round of data, some of the students had dropped out during the intervening period. It was decided to trace out all such student in order to study their peculiar characteristics. Letters were sent to their respective schools in order to know their whereabouts. There was no sufficient response received from their concerned schools. Thus, no further work could be done with such students.

(a) TIME SCHEDULE OF THE PROJECT

Time schedule as given below was planned for the present study in order to complete various activities to be undertaken for the completion of the project.

It was decided that during the period from Ist April, 1983 to 30th September, 1983, review of all the earlier studies conducted in this area and the development of research design for this study would be completed.

During the period from Ist October, 1983 to 31st March, 1984 it was decided to finalise suitable variables and selection of standardized psychological instruments for collecting the data for the study, to prepare the list of schools to be incorporated as well as the list of students from class IX belonging to SC category on whome data has to be collected, and also to take a decision to have a sample of 400 SC students selected randomly from this population for conducting the study.

In the next six months, i.e., from Ist April, 1984 to 30th September, 1984 it was planned to collect data with the help of standardized psychological instruments and Questionnaires to be administered either individually or in a group situation.

Scoring and tabulation of data was planned to be completed during 30th October, 1984 to 31st March,1985.

For the period of next six months, i.e., from Ist April, 1985 to 30th September, 1985, it was decided to develop relevant statistical analyses plan based on the research design developed earlier.

Lastly, preparation and finalisation of the research report of the study was planned to be completed during the period from Ist October, 1985 to 31st March, 1986.

There was slight variation in following the above mentioned time schedule due to some unavoidable reasons. Thus, minor modifications were made in the aforesaid schedule. The time schedule actally followed is as given below:

Formal approval of ERIC for the present study was communicated to the Department on 8th July, 1983. A thorough review of the related studies in this context was already done and this work continued till the completion of the project.

After receiving the approval for the project, the work of preparing a sampling frame and listing of SC and NSC high school boys from the state of Haryana was done.

Data collection from 14 Govt. High Schools located in three districts of Haryana, namely Karnal, Gurgaon, and Faridabad was completed by 31st December, 1983. Data from the remaining 10 Govt. High Schools located in the districts of Hissar and Faridabad were also collected during the period from January to March 1984. This was done during the first round of data collection.

Data collected for the first round were scored, tabulated and some preliminary statistical analyses of the data were undertaken by September, 1984.

Data collection for the second round was undertaken and fresh data from SC as well as NSC boys of Govt. High Schools of Haryana were collected by 31st December, 1984. Rest of the schools for the data collection were covered by March 1985.

During first half of 1985, i.e., upto 30th June, 1985, statistical analyses as per the research design were undertaken. Along with this, means and standard deviations (S.D.) for the second round of data as well as the significant differences between the means of scores on several variables for SC and NSC were computed. Some hypotheses for the study were also tentatively checked during this period.

Tabulated data were sent to the Department of Measurement, Evaluation, Survey and Data Processing for the necessary programming and analyses as per statistical analyses plan. The preliminary work regarding the preparation of the report as per requirement of ERIC was initiated.

However, the analyses of the data as per statistical plan was completed during September, 1986. Junior Project Fellows working on the project discontinued twice for quite a long period, as such ERIC was requested to extend the target date for the completion of this study from 31st March 86 to 31 March'87. It was accepted, the work ~~is now going to be~~ was later completed by the stipulated date.

(f) ORGANIZATIONAL STRUCTURE AND PROBLEM

ORGANIZATIONAL STRUCTURE

The present study was taken up by the Department of Educational Psychology, Counselling and Guidance, N.C.E.R.T. New Delhi.

Prof. J.S.Gaur was appointed as the Principal Investigator, Mr.C.M.Thukral as the Project Officer, Mr.Jai Parkash Malik, (from 4.10.83 to 5.6.85), Miss Papiya Ghose (from 11.7.85 to 31.3.86), Miss Narinder Kaur (from 12.6.86 to 14.11.86) and Miss Sunita Sharma (from 21.10.86 to 31.3.87) as Junior Project Fellows.

Directorate of Education, Haryana, cooperated in the selection of 33 schools from four districts. The principals of the various schools helped in collecting the data. However, we wanted their help in tracing the dropouts, but they were unable to provide any information about them.

PROBLEM

There was no organizational problem except that Mr.Jai Parkash Malik, the Junior Project Fellow, had been selected as a Project Assistant at National Institute of Educational Planning and Administration (NIEPA), New Delhi and discontinued working on this project w.e.f. 5.6.85 and another Junior Project Fellow could take up the work w.e.f.11.7.85. The second also got selected as a Counsellor

and discontinued work from 31.3.86. The third J.P.F. who joined on 12.6.86 also discontinued work on the project on 14.11.86, on her selection as Vocational Counsellor. The Fourth J.P.F. joined on 21st October, 1986 and ~~is likely~~ discontinued work till the completion of the study.

(g) METHODOLOGICAL GAINS

The methodology used in the present study was gainful in the following ways

The present study was although planned to see the effect of some stipulated factors in relation to career [illegible] of SC and NSC high school boys, it was considered suitable to collect the data twice on some variables included in the study after a time gap of about one year. This methodology not only yielded the contribution of psychological factors under study, towards career maturity at one point in time, but also gave a developmental picture of career maturity vis-a-vis the psychological factors under study.

The dependent variable of career maturity has been measured by a number of independent variable. Hence, to test the significant difference between means of two populations, a multivariate technique, known as Mahalanobis D^2, which is an extension of 't' statistic, for multivariate analysis, has been used. This analysis helped in studying the contribution of variables taken up singally as well as together in a stepwise manner in relation to the career maturity of high school boys belonging to scheduled caste and the non scheduled caste groups.

Another statistical technique called multiple regression analysis was used to identify the independent psychological variables which best predict the two scales of career maturity, viz, attitude scale and competence test.

(h) LIMITATIONS OF THE STUDY

Like other studies, the present study also has certain limitations. If we could have done away with these limitations, that would have given us better and clear results. The limitations were:

(i) In-spite of our effort to include a large number of SC students even from 33 high and higher secondary schools, it was about 100 SC students only that we could get in our sample. The number of NSC, on the other hand, was almost twice this number. Hence, while interpreting the data this limitation has to be taken into consideration.

(ii) Since this study was planned for 2/3 years, the second round of data was collected after a gap of one year. Perhaps a longer duration would have been more appropriate.

(iii) While collecting the data during the second round some of the students who dropped out could not be located in-spite of our writing to the concerned schools for sending their addresses, so that they could have been contacted.

(iv) Values test used in this study, which is the only test available in Hindi, seems to have a very low concurrent validity with several other tests of values, as given in Tabl of the test manual. Hence, while interpreting the data, this factor has to be kept under consideration.

(i) OTHER OBSERVATIONS

While collecting the data, few observations were made. They were as follows.

(i) In some rural schools, the time required by most SC students for completing the tests was slightly longer than the time limit prescribed in the manual. But since the tests used were standardized, no variations in the time limit could be done.

(ii) Most of the SC students were a little anxious while taking the psychological tests in-spite of our repeated clarification that these test results are not going to be taken into consideration for getting any scholarship or stipend, etc.

(iii) The NSC students were more curious to know about the results of these tests and SC students showed some hesitation in this respect.

(iv) The students who have scored higher in their achievement were found to have greater speed of performance irrespective of their caste and religion.

(v) Inspite of writing their actual caste, the SC students wrote "Harijan". This reflects their developed inferiority complex for their actual caste.

(vi) Teachers also interfered a bit because of lack of knowledge of these psychological tests.

CHAPTER - III

CHAPTER III

AN ACCOUNT OF THE POPULATION STUDIED

The population studied in this project consisted of SC and NSC high school boys from Government schools of Haryana state.

The aim of this study was to investigate psychological characteristics vis-a-vis educational and vocational planning of SC high school boys, so that the guidance workers could get meaningful insight into the nature of differences between SC & NSC boys. Thus they could provide more scientific and useful guidance to them according to their needs.

Initially it was desired to have either a national coverage or include all Hindi speaking states in the study but due to limitations of time and resources at our disposal it was planned to carry out an intensive study in one such nearby state. Accordingly the state of Haryana was chosen for the purpose which had a manageble student population of about 6000 SC students in class IX in the year 1983-84.

To obtain a representative sample of Haryana and also to facilitate rural versus urban comparisons it was decided to include one industrially developed, two predominantly agricultural and one semi-urban area. Accordingly the districts of Faridabad (industrially developed), Gurgaon (semi-urban) and Hissar and Karnal (agricultural) were chosen for the purpose.

Although the main aim of the study was to develop an insight into certain psychological characteristics and career maturity of SC boys but a sample of NSC boys was also included for comparison purposes.

The population for this study, thus, comprised of only the Government high schools. A study including such a population could ensure, firstly, the coverage of most of the SC boys found in the Government high schools and secondly the findings of the study could be generalized for the bulk of SC boys studying in such schools only.

CHAPTER - IV

CHAPTER - IV

DESCRIPTION AND ANALYSES OF DATA

In this study the data were collected on the sample of SC and NSC secondary school boys. The data collection was done in two phases - in 1983-84 and in 1984-85 (i.e., after gap of one year), on the same sample of students. During the second phase of data collection, due to attrition, the sample size was less. It was mostly on account of dropouts from the schools included in the study.

The data was collected on the five independent variables viz. self concept, occupational aspiration, values, and intelligence and one dependent variable viz. career maturity.

All the tests used to measure the aforesaid variables were objective type tests and the data could be easily converted into scores (quantitative figures).

Besides, the total achievement scores of the students were also collected which were in terms of total annual marks.

Analyses of this data were done on computer according to the "Statistical analysis plan" which is given in chapter II (a). The following statistical techniques were used to analyse the data.

In the description of the following techniques N and N_2 have been used to denote the sample sizes of two populations and $\bar{X}_1$ and $\bar{X}_2$ signify their means.

t - test - is a univariate technique and has been used to test the significance of difference between two population means (viz. SC and NSC, rural SC and rural NSC etc.). It has been applied to all the variables involved in this study. The following formula was used -

$$t = \frac{\bar{X}_1 - \bar{X}_2}{SE_D} \quad \text{with } N_1 + N_2 - 2 \text{ degrees of freedom.}$$

Where, SE_D signifies standard error of difference of two means.

$$SE_D = \sqrt{\frac{(N_1 - 1)s_1^2 + (N_2 - 1)s_2^2}{N_1 + N_2 - 2}}$$

where, s_1 and s_2 are standard deviation

Paired t - test - has been used to test the significance of difference between the pairs (first and second phase) of observations of all the variables on the same subjects.

The formula used is as follows

$$t = \frac{\bar{d}}{s_d/\sqrt{N}}$$

where 'd' denotes the difference between the pairs of observations and $\bar{d}$ denotes the mean of the difference and sd denotes S.D. of d.

Since here $N_1 = N_2 = N$, therefore, df = N - 1.

Mahalanobis D^2 - signified as D_p^2, this is a Multivariate statistical technique and has been used to test the significance of difference between the mean values of p number of variables of two populations (i.e., SC and NSC, rural SC and rural NSC etc.).

The formula used is as follows

$$F_{v1,\ v2} = \frac{N_1 + N_2 - p - 1}{p} \propto \frac{N_1 N_2}{(N_1 + N_2)(N_1 + N_2 - 2)} D_p^2$$

As the formula shows here, F-statistic with v_1 and v_2 degrees of freedom has been used to test D_p^2, where $v_1 = p$ and $v_2 = N_1 + N_2 - p - 1$

Mahalanobis D^2 with additional information - Sometimes the difference in some variables may be concomitant on the difference in others so that the additional information supplied by the former (independently of the latter) may be negligible.

Thus, to test the independent contribution made by each variable, Mahalanobis D^2 with additional information is used.

The formula is as follows :

$$F_{v_1, v_2} = \frac{N_1+N_2-p-1}{1} \times \frac{N_1 N_2 \left(D_p^2 - D_{p-1}^2 \right)}{(N_1+N_2)(N_1+N_2-2)+N_1 N_2 D_{p-1}^2}$$

with v_1 and v_2 degrees of freedom, where

$$v_1 = 1 \text{ and } v_2 = N_1+N_2-p-1$$

Note - For detailed description of the above two techniques the reader may please refer to the following book - "Linear Statistical Inference and Its Applications" by C.Radhakrishna Rao, published by John Wiley and Sons, Inc.,1965, p.480.

Step-up Multiple Regression Analysis - This technique is very popular with the researchers, therefore, is briefly explained here.

The step-up multiple regression is a method of selecting the "best" set of regressor variables for a regression equation. The regression equation is written as follows -

$$Y = a+b_1x_1 + b_2x_2 \ldots\ldots\ldots\ldots + b_n x_n.$$

where, 'Y' is the dependent variable which is career maturity in the present study; $x_1, x_2 \ldots\ldots, x_n$ are n number of independent variables and $b_1, b_2, \ldots\ldots b_n$ are their regression coefficients respectively and 'a' signifies a constant.

The method proceeds by introducing the variables one at a time. The criterion for accepting or rejecting a variable usually depends on the extent to which it affects the multiple correlation coefficient.

The formula used is as follows -

$$F_{v_1, v_2} = \frac{R_p^2}{1 - R_p^2} \quad \frac{n-p}{p-1}$$

where R_p^2 signifies squared multiple correlation coefficient with p number of variables involved and v_1 and v_2 are the degrees of freedom $v_1 = p-1$ and $v_2 = n-p$.

In the present study the increment in multiple correlation has also been tested.

The formula used is :-

$$F_{v_1, v_2} = \frac{R_p^2 - R_{p-1}^2}{1 - R_p^2} \quad \frac{n-p}{1}$$

where $v_1 = 1$ and $v_2 = n-p$

p denotes the total number of variables involved including the dependent variable.

CHAPTER - V

CHAPTER - V

FINDINGS, DISCUSSION AND CONCLUSIONS

RESULTS AND DISCUSSIONS

Univariate and multi-variates statistical analyses were carried out to test the following hypothes namely :

$(H_0)_1$ There is no significant difference between the following pairs of groups in their psychological characteristics viz. Self concept, occupational aspiration, values, intelligence and career maturity (taking all the dimensions of each characteristic simultaneously).

a) SC and NSC

b) Rural SC and Rural NSC

c) Urban SC and Urban NSC

d) Rural SC and Urban SC

e) Rural NSC and Urban NSC

Results indicate that the null hypothesis is rejected at the .01 level on the variables such as self-concept and intelligence.

Non-Scheduled Castes were found to be higher as compared to the SC high school boys, as indicated in (Table 7).

The differences were further seen on the dimensions of social, temperamental, intellectual and total self concept indicating that the NSC was higher than the SC. Univariate analyses indicate that there is no significant difference between the SC and NSC high school boys on the dimensions of educational and moral self-concept.

Regarding intelligence NSC boys were significantly higher than the SC particularly on verbal intelligence. However, the univariate analyses do

not indicate any statistically significant difference between the SC & NSC high school boys on the non-verbal intelligence.

Thus, the differences in the total intelligence and self-concept of NSC and SC boys seem to be significant based on the above mentioned dimensions of self-concept and intelligence.

It clearly indicate that the guidance workers may have to undertake the responsibility concerning the SC high school boys in order that they may be helped to develop a realistic self concept. According to the phenomenological school of psychology proper development of self concept plays a very vital role in the development of an individual's personality. As such systematic developmental guidance in this respect needs to be provided especially for SC high school boys.

The second major area of significant difference is of verbal intelligence which need to be taken care of by the guidance workers with the help of teachers and parents. SC high school boys may be encouraged by them to participate in activities where they may develop their vocabulary, reading and speaking skills. Experiences of more positive reinforcement of success in these areas may be carefully planned for SC boys.

Differences were also examined between the SC and NSC rural high school boys. The results indicate that there are definite significant differences on the dimensions of self concept between the rural NSC & SC boys. NSC being on the higher side, it further indicates that special efforts are needed in the rural as compared to the urban area to help SC boys in developing a proper self concept. It has become still more clear when no significant differences between the SC and NSC were revealed in the urban setting while in the rural setting significant differences were noted on all the variables. In all these dimensions rural SC boys were lower than NSC.

It is interesting to know that rural SC high school boys indicated statistically significant difference on the higher side on aesthetic value as compared to the NSC high school boys.

It indicates that it may be either due to the deprivation of finer things in life or due to their more involvement in the activities pertaining to the use of hands. They are required to produce things which may have some aesthetic value for the market. Further when differences between the NSC and SC from rural and urban settings were examined as indicated in(tables 10 and 11) results indicate, that in case of NSC those coming from the urban settings were significantly higher than the rural NSC on C M I (Career Maturity Inventory) which measures the attitude towards career and five dimensions of career maturity through its competence test. (Table 11)indicates that rural SC have higher positive attitude than urban while on all the dimensions of competence test urban were higher than rural. It again indicates that as regards the Competence tests results are concerned rural and urban settings do make a difference.

It again goes in favour of initiating more guidance programmes in rural areas to impart benefits to the rural SC as well as NSC high school boys.

There seems to be more motivation towards career among the rural SC as compared to the urban SC as revealed from the results given in(table 11). Thus it may be easier for the guidance wofkers to help the rural then the urban SC or even rural NSC to develop on career maturity at faster rate. It seems career guidance programmes are much likely to be received readily there as compared to the urban SC boys.

Univariate statistical analysis was carried out to test the hypothesis namely;

$(H_o)_2$

There is no significant difference between the means of the following groups over the period of one academic session, using paired t-test i.e. 1983-84 to 1984-85 on any of the psychological characteristics viz. Self-concept, intelligence and Career maturity.

(a) total SC

(b) total NSC

(c) rural SC

(d) rural NSC

(e) urban SC

(f) urban NSC

Multivariate analyses could not be carried out as the data did not fulfil the underlying assumption of independent/uncorrelated scores.

The results based on the univariate analyses indicate;

(i) The SC pupils were significantly higher on temperamental self-concept dimension while on Physical and Educational self-concept they have declined. The N.S.C. have significantly enhanced their social self-concept.

It implies that during one year period schedule caste boys had improved in perceiving their view of the prevailing emotional status, while in NSCs there was significant improvement in perceiving their social worth which is quite important. The physical & educational self-concept of SC boys which should have shown improvement is showing a downward trend.

(ii) SC as well as NSC boys have indicated significant increase in one years time on Intelligence, knowledge of self & Preparation for an occupation test scores. Over a period of one year SC boys were found to have significantly improved as compared to the NSC on their scores on the test of knowledge of occupation.

Comparing the high school SC & NSC boys of rural areas on the several dimensions, results indicate that after a period of one year significant differences were found common in verbal and total intelligence NSC, rural group remained almost at par in its non-verbal intelligence.

In case of rural SC there was some decline in some dimensions of self-concept such as Physical, Educational & Moral. However there was an improvement in the temperamental self-concept of rural boys. Rural NSC boys however improved in their social self-concept. On Career maturity rural SC boys improved on several dimensions such as their attitude towards Career, 'Knowledge of self & Occupations' 'Preparing for an occupation' and total competence score while in rural NSC there was improvement on 'Knowledge of self' and 'Preparing for an occupation'.

Results for urban SC & NSC boys indicate significant improvement in their intelligence scores. In Career maturity there was a signfficant fall in the decision making Capacity of urban SC boys after a period of one year.

$(Ho)_3$

: There is no significant relationship between the psychological characteristics and career maturity of SC secondary school boys.

Null hypothesis as mentioned above in $(Ho)_3$ have also been tested for NSC secondary school boys.

Results based on the statistical analyses of (Ho)3 indicate that in case of SC high school boys there is a significantly negative contribution of their social self-concept on their score on attitude scale of CMI. While there is a significantly positive contribution of theoretical value on attitude scale score of CMI.

In case of NSC high school boys there is a significantly positive contribution of social value significantly negative contribution of intellectual self-concept and a significantly positive contribution of total achievement on the attitude scale of CMI.

In case of, the dependent variable of 'Knowledge of self' of CMI Results indicate significantly positive contribution of economic and social value in case of SC high school boys.

While in case of NSC results indicate negatively significant contribution of total achievement and significantly positive contribution of aesthetic value on the score of 'Knowledge of self' test of CMI.

Regarding the score of 'Knowledge of Occupation' of the CMI results indicate that there is a significant positive contribution of verbal intelligence and economic value in case of SC high school boys.

While in case of NSC boys there is significantly positive contribution of occupational aspiration and verbal intelligence but aesthetic value score has a significantly negative contribution.

Score on 'Choosing an Occupation' scale of CMI is significantly negatively contributed by the score on religious value in case of SC boys.

In case of NSC boys the aforesaid dimension of CMI is significantly negatively contributed by their score of social self-concept and positively significantly contributed by verbal intelligence.

In case of SC boys the score on 'Preparing for an Occupation' of CMI is significantly & positively contributed by their scores on Economic, Social Value, and temperamental self-concept.

While in case of NSC boys 'Preparing for an Occupation' score of CMI scale is contributed significantly negatively by the score on physical self-concept and significantly positively by their score on 'Educational self-concept'.

In case of SC boys political value positively and significantly contributes towards the score on the 'Decision Making' scale of CMI.

While in case of NSC boys 'Decision Making' scale score of CMI is positively significantly contributed by the total achievement score and negatively significantly contributed by the score on aesthetic value.

On the whole the score on the total competence of CMI in case of SC boys has significantly and positively contributed their scores on the variables of social & economic values and temperamental self concept.

On the other hand in case of NSC boys score on the total competence set of CMI has significantly and positively contributed their scores on total achievement, occupational aspiration and educational self concept. It is significantly & negatively contributed by their scores, on aesthetic value, physical self concept and religious value.

$(Ho)_4$

There is no significant difference between the secondary school SC boys belonging to rural and urban areas on their psychological characteristics included in this study which are significantly contributing to the career maturity and its two dimension separately.

Null hypothesis as mentioned above in $(Ho)_4$ have also been tested for NSC secondary school boys.

The analyses regarding $(Ho)_4$ as given in (table 34 and 43) indicate that there is no significant difference between the urban and rural SC as well as NSC high school boys on the psychological variables which were identified to be significantly correlated with scores on attitude of CMI.

However, results as indicated in (table 56) show that when the variables significantly contributing to 'knowledge of Self' of SC boys were considered significant differences were found in the urban and rural SC groups on the following variables when considered together economic value, social value, temperamental self concept, non-verbal intelligence, moral self concept and

intellectual self concept. However, out of these only non verbal intelligence is making its independent significant contribution, although moral self concept is x also making noticeable contribution but it is statistically insignificant. In both the cases the rural group has scored higher than the urban group.

In the parallel results of NSC boys (table 40) where dependent variable is the same as discussed above for SC boys (i.e. knowledge of self) but independent variables are different, depending on their contribution to 'knowledge of self', the rural and the urban NSC groups were not found to be different on any of the variables; if at all any difference was found in those groups it was due to the effect of occupational aspiration, on which urban group has higher scores than rural group.

Results are given in table 34 where dependent variable is "Knowledge of Occupation" show significant difference between Urban and Rural SC groups on all the variables when considered together i.e. economic value, non-verbal intelligence, occupational aspiration, intellectual, temperamental, social and moral self concepts and theoretical and social values. But here the variables making independent significant effect in this respect are only non-verbal intelligence (Rural being higher than Urban) and theoretical value (Urban being higher than Rural), although occupational aspiration and social value are also showing noticeable but insignificant contributions.

In the case of NSC boys (table 41) the following variable - aesthetic value, occupational aspiration, verbal intelligence, physical self concept and religious value - all are taken together, show difference between rural and urban NSC groups, but the most important and significant effect is that of occupational aspiration (Urban being higher than Rural). Religious value is also to some extent is responsible for difference between rural and urban group however the contribution is not significant.

Refering to (table 35) where "Choosing an Occupation" is dependent variable and variable significantly contributing to it are taken as independent variables, the following variables considered together show difference between the rural and urban SC groups - economic, religious - theoretical value, verbal and non verbal intelligence, total achievement and temperamental and educational self concept. However, further analysis show that none of the variables is independently making a statistically significant effect, however religious value, non verbal intelligence and educational self concept are definately showing more contribution in this respect.

Results in (table 42) regarding the NSC boys do not bring out any variable explicitly responsible for difference in urban and rural groups. If at all any difference exists it is because of theoretical value and may be because of occupational aspirations and temperamental self concept also.

Results as given in (table 36) for SC high School boys (with preparing for an occupation as dependent variable) indicate that the following variables - social and economic value, temperamental self concept and non-verbal intelligence- taken together are showing difference between rural and urban SC groups. Howevery the important variables here mainly responsible for this difference are economic value (Urban higher than Rural) and non-verbal intelligence (Rural higher than Urban).

In the case of NSC boys (Table 43) the main variables showing difference between rural and urban groups are theoretical value, occupational aspiration and temperamental self concept on all of which urban group is higher than rural. However the first one is statistically significant. Although religious value (rural higher than urban) is also making noticeable but insignificant contribution in this regard.

As revealed from the results given in (table 37) for SC boys (where decision making is the dependent variable) no variable or cluster of variables is showing difference between urban and rural groups. Whatever difference have been found they may be due to economic, theoretical value and verbal and non-verbal intelligence.

Results of (table 44) for NSC boys again do not bring out any cluster of urban and rural groups. Whatever differences between the two groups are found are possible because of theoretical value and occupational aspiration.

Results of (table 38) for SC boys (where total competence is the dependent variable) show economic value as the most important variable on which urban and rural SC groups significantly differ. Urban group is higher than rural group on it. Religious value and non verbal intelligence also to some extent responsible in this regard, although not significant.

In the case of NSC boys (table 45) there is no significant difference between urban and rural groups on any of the variables. Whatever differences have been found they are because of occupational aspiration and temperamental self concept and may be because of theoretical and religious values also.

(a) SUMMARY OF THE FINDINGS

Caste system in India has always played an important role. In the Hindu society several castes, have been associated with unclean occupations, social restriction, poverty and exploitation by the stronger section of the society.

Vocational development is conceived of as one of the aspects of the individual development. Work is one specific medium through which the total personality can manifest itself. Ginsberg et al (1951), Holland (1966), Super (1957) and others have developed theories around the concept of Career development which are of help to the counsellors to understand the complexity of the process through which individuals move in their vocational development.

The economic development of a country is related to the care and improvement of conditions for all categories of citizens, especially the SC for they are important minority in our country. Efforts are being made to uplift the neglected section through special training and concession.

Although large work has been done on sociological aspects, negligible work has been done in studying the various psychological characteristics of scheduled caste students, which are important and necessary for providing appropriate and worthwhile guidance to the SC population.

Gaur, J.S. and Thakral, C.M. have carried out the present study on psychological characteristics vis-a-vis educational and vocational planning of SC high school boys from Haryana state.

Problem and Objectives: The present investigation aims at the study of psychological characteristics vis-a-vis educational and vocational maturity of schedule caste high school boys. The investigators are interested in developing meaningful insights for guidance workers regarding nature of differences on some selected psychological characteristics between scheduled and non-scheduled caste high school boys belonging to rural as well as urban areas vis-a-vis their career maturity. Objective planned to be investigated were :

(a) Are there any significant differences between SC and NSC boys in their psychological characteristics viz. Self concept, occupational aspiration values, intelligence and career maturity at class IX level ?

(b) How does the significantly different psychological characteristics of SC boys related with their career maturity at the secondary level ?

(c) How does the psychological characteristics which are significantly related with career maturity differ in relation to SC boys of secondary level belonging to rural and urban areas ?

(d) How does the rural SC and NSC boys differ from each other in their psychological characteristics ?

(e) How does the urban SC and NSC boys differ from each other in other psychological characteristics ;

Hypothesis : In an attempt to explore following hypotheses were laid down.

$(Ho)_1$ There is no significant difference between the following pairs of groups, in their psychological characteristics (viz., self concept, occupational aspiration, values, intelligence and career maturity. Taking all the dimensions of each variables simultaneously).

a) SC and NSC

b) Rural SC and Rural NSC

c) Urban SC and Urban NSC

d) Rural SC and Urban SC

e) Rural NSC and Urban NSC

$(Ho)_2$ - There is no significant difference between the mean of the following groups over the period of one academic session i.e. 1983-84 to 1984-85 on any of the psychological characteristics (Viz self concept, intelligence, career matur (Using paired t-test).

a) Total SC

b) Total NSC

c) Rural SC

d) Rural NSC

e) Urban SC

f) Urban NSC

$(Ho)_3$ - There is no significant relationship between the psychological characteristics and career maturity of SC secondary school boys.

$(Ho)_4$ - There is no significant difference between the secondary school SC boys belonging to rural and urban areas on their psychological characteristics included in this study which are significantly contributing to the career maturity and its two dimensions separately.

Null hypothesis as mentioned in $(Ho)_3$ and $(Ho)_4$ have also been tested for NSC secondary school boys, carrying out the same statistical analysis.

Operational Definitions of the Concepts Used :

Saraswat & Gaur (1981) described self concept as "the individual's way of looking at himself ; It also signifies his way of thinking, feeling and behaving". Dimensions of self concept are, physical self concept, social self concept, temperamental self concept, educational self concept, Moral self concep and intellectual self concept.

Occupational aspiration is defined by Haller and Miller (1967) as orientation towards occupational goal. It is what individual considers ideal vocation for him.

An individual, in order to achieve any consistency in his social behaviour, has to arrive at standard of conduct. Such standards are called, values -

Values : Spranger defines six major values. These are theoretical, economic, aesthetic, social, political & religious.

Design : It was planned to carry out an intensive study in one such state which has a manageable student populations of about 6,000 SC students from class IX. Four districts viz. Faridabad (Industrial), Gurgaon (Semi-urban), Karnal and Hissar (Agricultural) were selected from state of Haryana on basis of purposive sampling. 7 to 10 schools were selected from each aforesaid districts. 310 SC students and 365 NSC students were selected.

Data of the present study was collected in two phases. The 1st phase (180 SC and 205 NSC) data was collected during (1983-84) and after a gap of one year, the second phase (130 SC & 160 NSC) data was collected (1984-85).

The study included following variables :

(1) Self concept – (a) Physical Self Concept
(b) Social Self Concept
(c) Temperamental Self Concept
(d) Educational Self Concept
(e) Moral Self Concept
(f) Intellectual Self Concept

(2) Occupational Aspiration

(3) Values – (a) Theoretical
(b) Economical
(c) Aesthetical
(d) Social
(e) Political
(f) Religious

(4) Intelligence

(5) Career Maturity

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(3) Values - (a) Theoretical
(b) Economical
(c) Aesthetical
(d) Social
(e) Political
(f) Religious

(4) Intelligence

(5) Career Maturity

The following tools were used to study the above variables :

(a) Self concept Inventory (Dr. R.K. Saraswat)

(b) Occupational Aspiration Scale (Dr. J.S. Grewal)

(c) Value Test (Dr. R,K. Ojha)

(d) Mixed type of group test of intelligence (Dr. P.N. Mehrotra)

(e) Crites Career Maturity Inventory (Dr. Nirmala Gupta).

The hypotheses were verified using the following statistical tests

(a) the t-test

(b) Mahalanobis D^2

(c) Paired t test

(d) Multiple Regression analysis

(b) CONCLUSION

I. NSC boys as compared to SC boys and Rural NSC boys as compared rural SC boys were found to be significantly higher in their overall self concept. However, these differences were not found to be significant on educational and moral self concept. For rural group the difference for intellectual self concept was also found to be non significant.

NSC boys as compared to SC boys were also found to be higher on overall intelligence. On both the dimension (verbal and non verbal) the former group was higher than the latter group. However, this difference was significant only for the verbal intelligence.

Rural NSC group also showed significantly high verbal intelligence than rural SC group, however, on overall intelligence the difference was not found significant.

On aesthetic value the difference between rural SC and NSC was found to be significant, SC group being on the higher side.

Comparison of urban SC and NSC groups did not show much significant differences except for temperamental and intellectual self concept on both of which urban NSC boys were on the higher side.

Further, comparison of rural and urban NSC/SC showed significant difference on overall career maturity, in both NSC and SC urban group being higher than the rural group. On almost all the dimensions of competence marked differences were found in both groups with the same trend as stated above.

In the case of NSC group, rural and urban boys also showed significant difference on occupational aspiration and theoretical value in both the case urban boys being higher than the rural boys.

In SC group also significant differences were found in economic value, religious value, non verbal intelligence and total intelligence between rural and urban groups, urban group being higher on economic value and rural group being higher on rest of the above stated variables.

II. Over the period of one year SC boys showed significant differences on physical, temperamental, educational, and moral self concept. On temperamental dimension the trend was that of an improvement. On rest of the above stated dimensions, it showed decline over the period of one year.

On the variable of intelligence, improvement has been found in total intelligence and both of its dimensions (i.e., verbal & non verbal).

On the variable of career maturity significant improvement has been found, over the period of one year, on total competence and its following dimension-knowledge of self, knowledge of occupation and preparing for an occupation.

For Rural SC boys exactly the same results have been found as stated above for SC boys. In addition, significance improvement has also been found on attitude dimension and career maturity.

For NSC group significant improvement over the period of one year has been found for social self concept, total intelligence and its both dimensions (verbal & non-verbal) and two dimensions of competence viz., knowledge of self and preparing for an occupation.

Exactly the same results as stated above for NSC boys, have been found in the case of rural NSC boys also.

Urban SC and urban NSC groups have shown significant improvement on total intelligence and its two dimensions. However, urban SC has also shown significant decline on decision making dimension of competence, over the period of one year.

III. In the present study for the dependent variable of career maturity Significant predictors from the independent variables were also searched.

In the case of NSC boys, for the attitude scale of career maturity, social value, intellectual self concept and total academic achievement were found to be significant predictor variable. For the same dependent variable in the case of SC boys, social self concept theoretical value were found to be the significant predictor variables.

Similarly for the competence scale, in the case of NSC the predictor variable found were total academic achievement, aesthetic value, physical self concept, occupational aspiration, religious value and educational self concept and for SC group the significant predictor variables were economic value, social value and temperamental self concept.

Similarly predictor variables for each dimension of competence were also investigated.

IV. The analysis of the $(H\theta)_4$ indicates that when 'Knowledge of self' variable was considered significant difference between rural and urban SC was found on economic value, social value, temperamental self concept, verbal intelligence, moral self concept and intellectual self concept taken together. Only non verbal intelligence made independent significant contribution. NSC boys were found different only on occupational aspiration.

"Knowledge of occupation" as dependent variable show significant difference between urban & rural SC on all the variables. Non verbal intelligence and theoretical value made independent significant contribution to the difference In case of NSC boys variables - aesthetic value, occupational aspiration, verbal intelligence, physical self concept and religious value taken together show difference, between rural and urban NSC groups.

When "choosing of an Occupation" is taken as dependent variable, economic, religious, theoretical value & non verbal intelligence, total achievement & temperamental & educational self concept (independent V) taken together contributed to the difference between rural and urban SC group. Regarding NSC no variable explicitly shows the difference between rural & urban group.

"Preparing for an Occupation" taken as dependent variable indicate that following independent variables i.e. social & economic value, temperamental self concept and non verbal intelligence show significant difference between rural and urban Sc groups. Variables showing difference between (NSC) rural and urban are theoretical value, occupational aspiration and temperamental self concept.

When 'Decision making' is taken as an dependent variable no independent variables are making significant contribution to indicate difference between SC rural and urban, NSC rural and urban.

'Total Competence' taken as dependent variable indicate economic value as an independent variable which contribute to the difference between rural and urban SC groups. In case of NSC there is no significant difference between rural & urban group on any of the variables.

(c) IMPLICATIONS FOR FURTHER RESEARCH

(1) Size of the sample should be increased (More data should be collected taking SC boys).

(2) SC and NSC boys should be analyzed on other variables also.

(3) Study should be done on SC adjustment at home, their background, atmosphere at home, their personality.

(4) Advice should be given on how to improve their self-concept personality and increase their self confidence.

(5) Study should be done on how effective are the tactics or policies which are used to improve the SC children.

(d) SUGGESTIONS FOR ACTION AND FOR POLICY MAKING

After conducting various studies which would bring out where the SC and NSC boys are weak and need improvement, policy and actions should be devised for their improvement. The policy thus made should take into account the SC background, personality and social atro ... in order to make it more effective. People who will counsel and implement the policy should be chosen with care. A good training should be given to them and then they should be assigned areas and schools accordingly.

An evaluative study- Pre and Post-design should be conducted on the implementation of the policy and actions.

TABLE - 1

NUMBER OF SCHEDULED AND NON SCHEDULED CASTE RURAL AND URBAN HIGH SCHOOL BOYS FROM FOUR SELECTED DISTRICTS OF HARYANA AVAILABLE DURING THE FIRST AND SECOND ROUND OF DATA COLLECTION

Districts	No. of Schools	No. of SC Boys				No. of Non SC Boys			
		Round	Rural	Urban	Total	Round	Rural	Urban	Total
Faridabad	10	1st Round	37	19	56	1st Round	46	21	67
		2nd Round	32	13	45	2nd Round	36	14	50
Hissar	8	1st Round	30	-	30	1st Round	40	-	40
		2nd Round	29	-	29	2nd Round	34	-	34
Karnal	8	1st Round	51	-	51	1st Round	40	-	40
		2nd Round	29	-	29	2nd Round	38	-	38
Gurgaon	7	1st Round	43	-	43	1st Round	49	-	49
		2nd Round	27	-	27	2nd Round	38	-	38
Total	33	1st Round	161	19	180	1st Round	184	21	205
		2nd Round	117	13	130	2nd Round	146	14	160

TABLE - 2

COMPARISON OF SC (N=180) AND NSC (N=205) ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS USING t - RATIOS

Name of the Variable	Category	Mean	S.D.	t-ratio
SELF CONCEPT				
Physical	SC	32.51	4.41	.36
	NSC	32.67	4.10	
Social	SC	29.41	5.09	2.08*
	NSC	30.43	4.60	
Temperamental	SC	31.27	4.78	3.44**
	NSC	32.87	4.36	
Educational	SC	34.91	3.92	.88
	NSC	35.26	3.92	
Moral	SC	33.93	3.36	.64
	NSC	34.17	3.84	
Intellectual	SC	30.69	4.15	2.28*
	NSC	31.66	4.12	
Total	SC	192.72	17.18	2.41*
	NSC	197.00	17.59	
OCCUPATIONAL ASPIRATION	SC	49.28	10.42	.76
	NSC	50.03	9.01	
VALUES				
Theoretical	SC	42.26	4.98	.40
	NSC	42.03	6.16	
Economic	SC	35.88	5.90	.46
	NSC	36.15	5.67	
Aesthetic	SC	30.33	6.92	1.91
	NSC	29.00	6.92	

Name of the variable	Category	Mean	S.D.	t-ratio
Social	SC	45.04	5.80	.003
	NSC	45.05	5.70	
Political	SC	47.03	5.68	.70
	NSC	46.60	6.32	
Religious	SC	39.32	6.09	1.46
	NSC	40.25	6.35	
INTELLIGENCE				
Verbal	SC	11.92	5.32	2.60**
	NSC	13.85	5.40	
Non-verbal	SC	11.42	6.31	1.0
	NSC	12.08	5.62	
Total	SC	23.34	9.88	2.15*
	NSC	25.41	9.06	
CAREER MATURITY				
Attitude	SC	21.35	4.89	.10
	NSC	21.30	4.39	
Competence				
Knowledge of self	SC	5.49	2.39	.53
	NSC	5.62	2.31	
Knowledge of occupation	SC	5.61	2.06	.63
	NSC	5.74	2.14	
Choosing an occupation	SC	5.73	1.84	1.69
	NSC	6.08	2.12	



Name of the variable	Category	Mean	S.D.	t-ratio
Preparing for an occupation	SC NSC	4.22 4.21	2.07 2.07	.04
Decision making	SC NSC	4.12 3.99	1.76 1.67	.69
Total of Competence test	SC NSC	25.17 25.65	6.00 6.22	.77

* - Significant at .05 level

** - Significant at .01 level

*** - Sample size for competence and its dimensions, SC = 179

SC=179; NSC=200 NSC = 200

TABLE - 3

COMPARISON OF RURAL SC (N=161) AND NSC (N=184) BOYS ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS USING t - ratio

Name of the variable	Category	Mean	S.D.	t - ratio
SELF CONCEPT				
Physical	SC	32.68	4.36	.22
	NSC	32.78	4.01	
Social	SC	29.55	5.03	1.98*
	NSC	30.55	4.43	
Temperamental	SC	31.38	4.79	2.74**
	NSC	32.73	4.40	
Educational	SC	35.10	3.84	.52
	NSC	35.32	3.99	
Moral	SC	34.07	3.30	.30
	NSC	34.19	3.76	
Intellectual	SC	30.75	4.23	1.83
	NSC	31.62	4.23	
Total	SC	193.57	17.75	1.89
	NSC	197.13	17.76	
Occupational Aspiration	SC	48.91	10.21	.57
	NSC	49.50	9.04	
Values				
Theoretical	SC	42.02	5.09	.48
	NSC	41.73	6.06	
Economic	SC	35.56	5.55	.81
	NSC	36.05	5.80	
Aesthetic	SC	30.57	6.74	1.97*
	NSC	29.15	6.56	

Name of the variable	Category	Mean	S.D.	t-ratio
Social	SC NSC	43.80 43.82	5.82 5.37	.04
Political	SC NSC	47.09 46.72	5.85 6.44	.55
Religious	SC NSC	39.65 40.49	6.05 6.15	1.27
INTELLIGENCE				
Verbal	SC NSC	12.11 13.43	5.14 5.06	2.40*
Non-verbal	SC NSC	11.79 12.22	6.29 5.58	.67
Total	SC NSC	23.89 25.64	9.63 8.60	1.78
CAREER MATURITY				
Attitude	SC NSC	21.34 21.14	4.50 4.34	.42
Competence				
Knowledge of self	SC NSC	5.34 5.44	2.34 2.24	.39
Knowledge of occupation	SC NSC	5.48 5.49	1.98 2.01	.02
Choosing an occupation	SC NSC	5.60 5.95	1.83 2.11	1.65

Name of the variable	Category	Mean	S.D.	t-ratio
Preparing for an occupation	SC NSC	4.11 4.13	2.06 2.01	.13
Decision making	SC NSC	4.03 3.89	1.76 1.62	.75
Total of competence test	SC NSC	24.56 24.91	5.71 5.68	.56

* - Significant at .05 level.
** - Significant at .01 level.
' - Sample size for competence and its dimensions - SC = 161
NSC = 180

			t-ratio

TABLE-4

COMPARISON OF URBAN SC (N=19) AND NSC (N=21) BOYS ON VARIOUS PSYCHOLOGY CHARACTERISTICS USING t-ratio

Name of the variable	Category	Mean	S.D.	t-ratio
SELF CONCEPT				
physical	SC	31.11	4.77	.40
	NSC	31.71	4.81	
Social	SC	28.21	5.51	.65
	NSC	29.38	5.91	
temperamental	SC	30.32	4.74	2.72**
	NSC	34.05	3.94	
Educational	SC	33.32	4.35	1.19
	NSC	34.76	3.35	
Moral	SC	32.68	3.76	.95
	NSC	33.95	4.60	
Intellectual	SC	29.89	3.40	2.04*
	NSC	31.95	2.99	
Total	SC	185.53	16.99	1.95
	NSC	195.81	16.32	
Occupational Aspiration	SC	52.37	11.92	.76
	NSC	54.71	7.41	
VALUE				
Theoretical	SC	44.32	3.30	.21
	NSC	44.67	6.52	

Name of the variable	Category	Mean	S.D.	t-ratio
Economic	SC NSC	38.58 37.00	7.98 4.35	.79
Aesthetic	SC NSC	28.32 27.71	8.22 7.18	.25
Social	SC NSC	45.21 45.05	5.64 4.97	.10
Political	SC NSC	46.53 45.52	4.01 5.12	.68
Religious	SC NSC	36.53 38.14	5.87 7.77	.74
INTELLIGENCE				
Verbal	SC NSC	10.37 12.62	6.59 7.90	.97
Non-verbal	SC NSC	8.26 10.86	5.65 5.92	1.41
Total	SC NSC	18.36 23.48	10.99 12.50	1.30
CAREER MATURITY				
Attitude	SC NSC	21.47 22.76	6.24 4.68	.74

Name of the variable	Category	Mean	S.D.	t-ratio
Competence				
Knowledge of self	SC NSC	6.83 7.25	2.43 2.36	.54
Knowledge of occupation	SC NSC	6.72 8.05	2.42 1.90	1.89
Choosing an occupation	SC NSC	6.94 7.25	1.55 2.02	.52
Preparing for an occupation	SC NSC	5.22 4.90	1.93 2.36	.46
Decision making	SC NSC	4.89 4.90	1.64 1.83	.02
Total of competence test	SC NSC	30.61 32.35	5.93 6.96	.82

* - Significant at .05 level.
** - Significant at .01 level.
- Sample size for competence and its dimensions - SC = 18
NSC = 20

TABLE - 5

COMPARISON OF RURAL (N=124) AND URBAN (N=21) NSC BOYS ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS USING t-ratio

Name of the variable	Category	Mean	S.D.	t-ratio
SELF CONCEPT				
Physical	Urban	37.71	4.81	1.13
	Rural	32.78	4.01	
Social	Urban	29.38	5.91	1.11
	Rural	30.55	4.43	
Temperamental	Urban	34.05	3.94	1.31
	Rural	32.73	4.40	
Educational	Urban	34.76	3.35	.62
	Rural	35.32	3.99	
Moral	Urban	33.95	4.60	.27
	Rural	34.19	3.76	
Intellectual	Urban	31.95	2.99	.34
	Rural	31.62	4.23	
Total	Urban	195.81	16.32	.33
	Rural	197.13	17.76	
Occupational Aspiration	Urban	54.71	7.41	2.55*
	Rural	49.50	9.04	
VALUE				
Theoretical	Urban	44.67	6.52	2.09*
	Rural	41.73	6.06	

Nam. of th variable	Category	Mean	S.D.	t-ratio
Economic	Urban Rural	37.00 36.05	4.35 5.80	.72
Aesthetic	Urban Rural	27.71 29.15	7.18 6.56	.94
Social	Urban Rural	45.05 43.82	4.97 5.77	.93
Political	Urban Rural	45.52 46.73	5.12 6.44	.83
Religious	Urban Rural	38.14 40.49	7.77 6.15	1.61
INTELLIGENCE				
Verbal	Urban Rural	12.62 13.43	7.90 5.60	.65
Non-verbal	Urban Rural	10.86 12.22	5.92 5.58	1.05
Total	Urban Rural	23.48 25.64	12.50 8.60	1.04
CAREER MATURITY				
Attitude	Urban Rural	22.76 21.14	4.68 4.34	1.61
Competence				
Knowledge of self	Urban Rural	7.25 5.44	2.36 2.36	3.42**

Name of the variable	Category	Mean	S.D.	t-ratio
Knowledge of occupation	Urban Rural	8.05 5.49	1.90 2.01	5.43**
Choosing an occupation	Urban Rural	7.25 5.95	2.02 2.11	2.62**
Preparating for an occupation	Urban Rural	4.90 4.13	2.36 2.01	1.59
Decision making	Urban Rural	4.90 3.89	1.83 1.62	2.60**
Total of competence test	Urban Rural	32.35 24.91	6.96 5.68	5.43**

* - Significant of .05 level
** - Significant of .01 level
! - Sample size for competence and its dimensions Rural = 20
Urban =180

TABLE - 6

COMPARISON OF RURAL (N=161) AND URBAN (N=19) SC BOYS ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS USING t-ratio

Name of the variable	Category	Mean	S.D.	t-ratio
SELF CONCEPT				
Physical	Urban	31.11	4.77	1.47
	Rural	32.68	4.36	
Social	Urban	28.21	5.51	1.08
	Rural	29.55	5.03	
Temperamental	Urban	30.32	4.74	.92
	Rural	31.38	4.76	
Educational	Urban	33.32	4.35	1.89
	Rural	35.10	3.84	
Moral	Urban	32.68	3.76	1.71
	Rural	34.07	3.30	
Intellectual	Urban	29.89	3.40	.89
	Rural	30.79	4.23	
Total	Urban	185.53	16.99	1.94
	Rural	193.57	17.05	
OCCUPATIONAL ASPIRATION	Urban	52.37	11.92	1.37
	Rural	48.91	10,21	
VALUE				
Theoretical	Urban	44.32	3.30	1.92
	Rural	42.02	5.09	

Name of the variable	Category	Mean	S.D.	t-ratio
Economic	Urban Rural	38.53 35.56	7.98 5.55	2.13*
Aesthetic	Urban Rural	28.32 30.57	8.22 6.74	1.34
Social	Urban Rural	45.21 43.80	5.64 5.82	1.01
Political	Urban Rural	46.53 47.09	4.01 5.83	.41
Religious	Urban Rural	36.53 39.65	5.87 6.05	2.41*
INTELLIGENCE				
Verbal	Urban Rural	10.37 12.11	6.59 5.14	1.35
Non-verbal	Urban Rural	8.26 11.79	5.65 6.29	2.33*
Total	Urban Rural	18.63 23.89	10.99 9.63	2.22*
CAREER MATURITY				
Attitude	Urban Rural	21.47 21.34	6.24 4.50	.12

Name of the variable	Category	Mean	S.D.	t-ratio
Competence				
Knowledge of self	Urban Rural	6.83 5.34	2.43 2.34	2.55*
Knowledge of occupation	Urban Rural	6.72 5.48	2.42 1.98	2.45*
Choosing an Occupation	Urban Rural	6.94 5.60	1.55 1.83	3.01**
Preparing for an occupation	Urban Rural	5.22 4.11	1.93 2.06	2.19**
Decision making	Urban Rural	4.89 4.03	1.64 1.76	1.97*
Total of competence test	Urban Rural	30.61 24.56	5.93 5.71	4.25**

* - Significant at .05 level
** - Significant at .01 level

Sample size for competence and its dimensions - Rural = 161
Urban = 18

TABLE - 7

COMPARISON OF SCHEDULED CASTE (N=180) AND NON-SCHEDULED (N=205) CASTE BOYS ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS USING MAHALANOBIS D^2 - STATISTIC

Name of the variable	D^2p	df (p,N-p-1)	F
Self concept	.19	6,378	2.96**
Values	.08	6,378	1.25
Intelligence	.07	2,382	3.37*
Career Maturity	.04	6,372	.67

* - Significant at .05 level
** - Significant at .01 level

1 Sample size for career Maturity avariable -
SC=179, NSC=200

Also, due to change in the sample size, mean of attitude dimension of career maturity variable also changed. It is as follows -
For SC=21.33 NSC=21.29

(For all other variables and their dimension the means remained as given in Table 2)

TABLE - 8

COMPARISON OF RURAL SC (N=161) AND NSC (N=184) BOYS ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS USING MAHALANOBIS D^2 STATISTIC

Name of the variable	D^2 p	df (p, N-p-1)	F
Self concept	.15	6,338	2.14*
Values	.09	6,338	1.26
Intelligence	.07	2,342	2.90
Career Maturity	.04	6,334	.60

* - Significant at .05 level

1 Sample size for career maturity variable -
SC=161 ; NSC=180

Also due to change in the sample size mean of attitude dimensio of career maturity variable also changed. It is as follows -
For SC=21.34 NSC=21.11

(For all other variable and their dimension the means remained the same as given in Table 3)

TABLE - 9

COMPARISON OF URBAN SC (N=19) AND NSC (N=21)
ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS
USING MAHALONOBIS
D^2 STATISTIC

Name of the variable	D^2p	df (p,N-P-1)	F
Self Concept	.93	6,33	1.34
Values	.46	6,33	.67
Intelligence	.20	2,37	.98
Career Maturity[1]	.58	6,31	.79

1 Sample size for career maturity variable -

SC = 18 NSC = 21

Also, due to change in the sample size, means of attitude dimension of career maturity variable also changed, It is as follows

For SC = 21.28 NSC = 22.95

(For all other variables and their dimensions the means remained the same as given in Table 4).

TABLE - 10

COMPARISON OF RURAL (N=184) AND URBAN (N=21) NSC BOYS ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS USING MAHALANOBIS D^2 STATISTIC

Name of the variable	D^2p	df (p,N-p-1)	F
Self Concept	.44	6,198	1.36
Values	.55	6,198	1.67
Intelligence	.06	2,202	.59
Career Maturity[1]	2.31	6,193	6.75**

** - Significant at .01 level

[1] Sample size for career maturity variable -

Rural NSC = 180 ; Urban NSC = 20

Also, due to change in th sample size, means of attitude dimension of career maturity variable also change. It is as follows -

For Rural NSC = 21.11 Urban NSC = 22.95

(For all other variables and their dimensions the means remained the same as given in Table 5).

TABLE - 11

COMPARISON OF RURAL (N=161) AND URBAN (N=19) SC BOYS ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS USING MAHALANOBIS D^2 STATISTIC

Name of the variable	D^2p	df (p,N-p-1)	F
Self Concept	.35	6,173	.95
Values	.75	6,173	2.05
Intelligence	.33	2,177	2.78
Career Maturity[1]	1.16	6,172	3.05**

** - Significant at .01 level.

[1] Sample size for career maturity variable -

Rural SC = 161 Urban SC = 18

Also, due to change in the sample size, means of attitude dimension of career maturity variable also changed. It is as follows

For Rural SC = 21.34 Urban SC = 21.28

(For all other variables and their dimension the means remained the same as given in Table 6)

TABLE - 12

COMPARISON OF THE FIRST (1983-84) AND THE SECOND (1984-85) PHASE OF DATA OF SCHEDULED CASTE BOYS (N=130), ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS, USING PAIRED t - TEST

Name of the variable	Phase	Mean	S.D. of Difference of 1st and 2nd Phase	t-ratio
SELF-CONCEPT				
Physical	First Second	32.44 31.28	5.31	2.48*
Social	First Second	29.41 30.26	5.67	1.72
Temperamental	First Second	31.44 32.36	4.99	2.11*
Educational	First Second	34.88 33.67	5.14	2.69**
Moral	First Second	33.67 32.32	4.86	3.16**
Intellectual	First Second	30.41 30.78	5.11	.82
Total	First Second	192.25 190.68	18.86	.95
INTELLIGENCE				
Verbal	First Second	12.20 17.02	6.54	8.39**

Name of the variable	Phase	Mean	S.E. of Difference of 1st and 2nd Phase	t-ratio
Non-verbal	First Second	11.87 17.23	8.12	7.53**
Total	First Second	24.07 34.32	12.36	9.46**
CAREER MATURITY				
Attitude	First Second	21.64 22.59	6.78	1.60
Competence				
Knowledge of self	First Second	5.48 6.09	3.03	2.32*
Knowledge of occupation	First Second	5.35 6.47	2.85	4.46**
Choosing of an occupation	First Second	5.73 5.83	2.67	.43
Preparing for an occupation	First Second	4.25 5.08	3.04	3.12**
Decision making	First Second	4.00 4.15	2.47	.71
Total of Competence test	First Second	24.81 27.62	8.45	3.80**

* $P < .05$; ** $P < .01$

TABLE - 13

COMPARISON OF THE FIRST (1983-84) AND THE SECOND (1984-85) PHASE OF DATA OF NON-SCHEDULED CASTE BOYS (N=159), ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS USING PAIRED t-TEST

Name of the variable	Phase	Mean	S.E. of difference of 1st and 2nd Phase	t-ratio
SELF-CONCEPT				
Physical	First Second	32.54 32.98	5.19	1.07
Social	First Second	30.49 32.39	5.72	4.19**
Temperamental	First Second	32.91 32.65	5.14	1.81
Educational	First Second	35.47 34.81	4.40	1.89
Moral	First Second	34.41 34.13	5.23	.67
Intellectual	First Second	31.57 32.08	5.05	1.26
Total	First Second	197.31 199.91	20.78	1.58
INTELLIGENCE				
Verbal	First Second	13.72 19.35	7.89	9.01**
Non-verbal	First Second	12.65 18.23	6.72	10.45**
Total	First Second	26.36 37.58	11.13	12.71**

Name of the variable	Phase	Mean	S.E. of difference of 1st and 2nd Phase	t-ratio
CAREER MATURITY				
Attitude	First Second	21.65 22.33	6.17	1.39
Competence[1]				
Knowledge of self	First Second	5.58 6.13	2.95	2.59**
Knowledge of occupation	First Second	5.58 6.18	2.39	1.58
Choosing an occupation	First Second	6.00 5.73	2.81	1.20
Preparing for an occupation	First Second	4.17 4.66	2.92	2.09*
Decision making	First Second	3.99 3.82	2.37	.88
Total of competence test	First Second	25.55 26.52	7.88	1.53

* $P < .05$; ** $P < .01$

[1] Sample size for competence = 155

TABLE - 14

COMPARISON OF THE FIRST (1983-84) AND THE SECOND (1984-85) PHASE OF DATA OF RURAL SCHEDULED CASTE BOYS (N=117), ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS, USING PAIRED t-TEST

Name of the variable	Phase	Mean	S.E. of difference of the 1st and 2nd Phase	t-ratio
SELF CONCEPT				
Physical	First Second	32.59 31.43	5.45	2.31*
Social	First Second	29.73 30.57	5.83	1.57
Temperamental	First Second	31.47 32.59	5.00	2.42*
Educational	First Second	35.06 33.66	5.15	2.94*
Moral	First Second	33.85 32.37	5.01	3.19*
Intellectual	First Second	30.53 31.03	5.30	1.01
Total	First Second	193.22 191.64	19.47	.88
INTELLIGENCE				
Verbal	First Second	12.17 17.10	6.61	8.07**
Non-verbal	First Second	12.24 17.70	8.45	6.99**
Total	First Second	24.41 34.89	12.88	8.80**

Name of the variable	Phase	Mean	S.E. of difference of the 1st and 2nd Phase	t-ratio
CAREER MATURITY				
Attitude	First Second	21.55 22.85	6.87	2.06*
Competence				
Knowledge of self	First Second	5.32 6.07	3.01	2.68**
Knowledge of occupation	First Second	5.21 6.50	2.84	4.96**
Choosing an occupation	First Second	5.56 5.62	2.78	.23
Preparing for an occupation	First Second	4.13 5.09	3.05	3.39**
Decision making	First Second	3.88 4.21	2.47	1.42
Total of competence test	First Second	24.09 27.48	8.59	4.26**

* P $\leq$.05; ** P $\leq$.01

TABLE - 15

COMPARISON OF THE FIRST (1983-84) AND THE SECOND (1984-85) PHASE OF DATA OF RURAL NON-SCHEDULED (N=145) BOYS ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS, USING PAIRED t-TEST

Name of the variable	Phase	Mean	S.E. of difference of 1st and 2nd Phase	t-ratio
SELF CONCEPT				
Physical	First Second	32.68 33.19	5.24	1.19
Social	First Second	30.50 32.63	5.76	4.47*
Temperamental	First Second	32.79 33.61	5.22	1.89
Educational	First Second	35.45 34.86	4.46	1.60
Moral	First Second	34.40 34.17	5.39	.52
Intellectual	First Second	31.57 32.15	5.12	1.36
Total	First Second	197.28 200.47	21.29	1.80
INTELLIGENCE				
Verbal	First Second	13.68 18.59	7.44	7.93**
Non-verbal	First Second	12.74 18.34	6.92	9.76**
Total	First Second	26.41 36.99	10.97	11.56**

Name of the variable	Phase	Mean	S.E. of difference of 1st and 2nd Phase	t-ratio
CAREER MATURITY				
Attitude	First Second	21.48 22.10	6.20	1.58
Competence				
Knowledge of self	First Second	5.35 6.05	3.01	2.76**
Knowledge of occupation	First Second	5.61 5.99	2.45	1.85
Locating an occupation	First Second	5.82 5.51	2.89	1.31
Preparing for an occupation	First Second	4.06 4.66	2.91	2.48*
Decision making	First Second	3.86 3.71	2.32	.76
Total of competence test	First Second	24.70 25.92	8.05	1.80

*p $\leq$ .05; **p $\leq$ .01

[1] Sample size for the dimension of competence = 142

TABLE - 16

COMPARISON OF THE FIRST (1983-84) AND THE SECOND (1984-85) PHASE OF DATA OF URBAN SCHEDULED CASTE BOYS (N=13), ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS USING PAIRED t-TEST

Name of the variab.	Phase	Mean	S.E. of difference of 1st and 2nd Phase	t-ratio
SELF-CONCEPT				
Physical	First Second	31.08 30.00	3.97	.98
Social	First Second	26.54 27.46	4.07	.82
Temperamental	First Second	31.15 30.31	4.67	.65
Educational	First Second	33.31 33.77	4.96	.34
Mo. 1	First Second	32.08 31.02	2.88	.19
Intellectual	First Second	29.31 28.54	2.74	1.01
Total	First Second	183.46 182.00	12.63	.42
INTELLIGENCE				
Verbal	First Second	12.46 16.23	6.02	2.26*
Non-verbal	First Second	8.54 13.00	4.14	3.89**
Total	First Second	21.00 29.23	5.82	5.10**

Name of the variable	Phase	Mean	S.E. of difference of 1st and 2nd Phase	t-ratio
CAREER MATURITY				
Attitude	First Second	22.46 20.23	5.07	1.58
Competence				
Knowledge of self	First Second	6.85 6.31	3.13	.62
Knowledge of occupation	First Second	6.69 6.15	2.54	.77
Choosing an occupation	First Second	7.31 7.77	1.45	1.15
Preparing for an occupation	First Second	5.31 5.00	2.75	.40
Decision making	First Second	5.08 3.69	1.94	2.58*
Total of competence	First Second	31.23 28.92	4.79	1.74

*$p \leq .05$; **$p \leq .01$

TABLE - 17

COMPARISON OF THE FIRST (1983-84) AND THE SECOND (1984-85) PHASE OF DATA OF URBAN NON SCHEDULED CASTE BOYS (N=14), ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS, USING PAIRED t-TEST

Name of the variable	Phase	Mean	S.E. of difference of 1st and 2nd Phase	t-ratio
SELF-CONCEPT				
Physical	First Second	31.14 30.79	4.72	.28
Social	First Second	30.43 29.86	4.73	.45
Temperamental	First Second	34.21 34.07	4.17	.13
Educational	First Second	35.71 34.36	3.86	1.32
Moral	First Second	34.50 33.79	3.22	.83
Intellectual	First Second	31.57 31.29	4.27	.25
Total	First Second	197.57 194.14	13.57	.95
INTELLIGENCE				
Verbal	First Second	14.07 27.29	8.62	5.73**
Non-verbal	First Second	11.79 17.00	4.39	4.45**
[illegible]	First	25.86	10.66	6.47**

Name of the variable	Phase	Mean	S.D. of difference of 1st and 2nd Phase	t-ratio
CAREER MATURITY				
Attitude	First Second	23.46 22.64	5.95	.45
Competence[1]				
Knowledge of self	First Second	7.31 7.00	2.06	.54
Knowledge of occupation	First Second	8.85 8.31	1.27	1.53
Choosing an occupation	First Second	7.92 8.15	1.69	.49
Preparing for an occupation	First Second	5.46 4.69	2.71	1.02
Decision making	First Second	5.38 5.00	2.93	.47
Total of competence	First Second	34.92 33.15	5.02	1.27

** $p \leq .01$

1 Sample size of dimension of competence = 13

TABLE - 18

IDENTIFICATION OF SIGNIFICANTLY CONTRIBUTING PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS TOWARDS THE DEPENDENT VARIABLE -"ATTITUDE SCALE" OF CAREER MATURITY - FOR SC BOYS (N=134) USING STEP-UP MULTIPLE REGRESSION ANALYSIS

Name of the variable	R^2	Increment in R^2	df (N-p-1)	F
Social Self Concept	.044860	-	1,132	6.20*
Theoretical value	.085447	.040587	1,131	5.81*
Political value	.098479	.013032	1,130	1.88
Intellectical self concept	.108901	.010422	1,129	1.51
Verbal Intelligence	.118455	.009554	1,128	1.39
Occupational Aspiration	.125300	.006845	1,127	1.00
Moral Self Concept	.132025	.006725	1,126	0.98
Physical Self Concept	.135867	.003842	1,125	0.56
Non verbal Intelligence	.138610	.002749	1,124	0.40
Social value	.140676	.00206	1,123	0.29
Temperamental self concept	.141785	.001109	1,122	0.16
Economic value	.142314	.000529	1,121	0.07
Total Achievement	.142638	.000324	1,120	0.05
Religious value	.142810	.000172	1,119	0.02
Aesthetic value	.143090	.00028	1,118	0.04
Educational self concept	.143174	.000084	1,117	0.10

* $p \leq .05$

[1] for the first variable i.e. social self concept R^2 rather than increment in R^2 is tested.

TABLE - 19

IDENTIFICATION OF SIGNIFICANTLY CONTRIBUTING PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS TOWARDS THE DEPENDENT VARIABLE "KNOWLEDGE OF SELF"(1st DIMENSION OF COMPETENCE) -FOR SC BOYS (N=134), USING STEP-UP MULTIPLE REGRESSION ANALYSIS.

Name of the variable	R^2	Increment in R^2	df $(1, N-p-1)$	F
Social value[1]	.051079	-	1,132	7.11**
Economic value	.122472	.071393	1,131	10.66 *
Temperamental self concept	.144297	.021825	1,130	3.32
Non-verbal Intelligence	.160970	.016673	1,129	2.56
Aesthetic value	.166013	.005048	1,128	0.77
Intellectical Self Concept	.170008	.00399	1,127	0.61
Moral Self Concept	.175269	.005261	1,126	0.80
Verbal Intelligence	.178853	.003584	1,125	0.55
Social self concept	.180867	.002014	1,124	0.30
Religious value	.181893	.001026	1,123	0.15
Physical self concept	.182747	.000854	1,122	0.13
Educational self concept	.183139	.000392	1,121	0.06
Political value	.183572	.000433	1,120	0.06
Motor Achievement	.183816	.000244	1,119	0.04

**p $\leq$ .01

1 for the first variable i.e., social value R^2 rather than increment in R^2 has been tested.

TABLE - 20

IDENTIFICATION OF SIGNIFICANTLY CONTRIBUTING PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS TOWARDS THE DEPENDENT VARIABLE "KNOWLEDGE OF OCCUPATION" (2ND DIMENSION OF (COMPETENCE) FOR SC BOYS (N=134) USING STEP-UP MULTIPLE REGRESSION ANALYSIS

Name of the variable	R^2	Increment in R^2	df (N-p-1)	F
Verbal Intelligence[1]	.076735	-	1,132	11.97**
Economic value	.135620	.058885	1,131	8.92**
Occupational Aspiration	.156018	.020398	1,130	3.14
Intellectual Self-concept	.169360	.013342	1,129	2.07
Temperamental Self-concept	.181370	.01201	1,128	1.88
Non-Verbal Intelligence	.193155	.011785	1,127	1.85
Political value	.198188	.005033	1,126	0.79
Religious Value	.206868	.00868	1,125	1.36
Social Self-Concept	.212075	.0005207	1,124	0.82
Moral Self-Concept	.219048	.006973	1,123	0.10
Total Achievement	.221905	.0036717	1.122	0.45
Social Value	.224567	.002662	1.121	0.42
Aesthetical Value	.226583	.002016	1,120	0.31
Theoretical Value	.236241	.009658	1,119	1.50
Physical Self-Concept	.237043	.000802	1,118	0.12
Educational Self-Concept	.238421	.0018093	1,117	0.21

** $p < .01$

[1] For the first variable i.e., verbal intelligence, R^2 rather than increment in R^2 has been tested.

TABLE - 21

IDENTIFICATION OF SIGNIFICANTLY CONTRIBUTING PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS TOWARDS THE DEPENDENT VARIABLE "CHOOSING AN OCCUPATION" (3rd DIMENSION OF COMPETENCE) FOR SC BOYS (N=134)-USING STEP-UP MULTIPLE REGRESSION ANALYSIS

Name of the variable	R^2	Increment in R^2	df (1,N-p-1)	F
Religious Value[1]	.038223	-	1,132	5.25*
Economic Value	.057443	.01922	1,131	2,67
Non-Verbal Intelligence	.075196	.017753	1,130	2.50
Temperamental Self-concept	.090837	.015641	1,129	2.22
Educational Self-concept	.106098	.007728	1,128	1.11
Total Achievement	.112888	.00779	1,127	1.12
Verbal Intelligence	.119278	.00539	1,126	0.77
Theoretical Value	.123440	.004162	1,125	0.59
Intellectual Self-Concept	.126667	.003227	1,124	0.46
Social Value	.128595	.001928	1,123	0.27
Social Self-Concept	.128939	.000344	1,122	0.05
Aesthetic Value	.129124	.000185	1,121	0.03
Political Value	.129915	.000791	1,120	0.11
Physical Self=Concept	.130043	.000128	1,119	0.02
Occupational Aspiration	.130180	.000137	1,118	0.02

* $p \leq .05$

[1] for the first variable i.e. Religious value R^2 rather than increment in R^2 has been tested.

TABLE - 22

IDENTIFICATION OF SIGNIFICANTLY CONTRIBUTING PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS TOWARDS THE DEPENDENT VARIABLE - 'PREPARING FOR AN OCCUPATION" (4TH DIMENSION OF COMPETENCE) FOR SC BOYS (N=134) USING STEP-UP MULTIPLE REGRESSION ANALYSIS

Name of the variable	R^2	Increment in R^2	df $(1, N-p-1)$	F
Economic value	.059183	-	1,132	8.30**
Social Value	.111585	.052402	1,131	7.73**
Temperamental self-concept	.137126	.025541	1,130	3.85*
Non-verbal Intelligence	.157435	.020309	1,129	3.11
Aesthetic value	.177987	.020552	1,128	3.20
Occupational Aspiration	.197184	.019197	1,127	3.04
Educational Self-concept	.207108	.009924	1,126	1.58
Intellectual Self-concept	.212990	.005882	1,125	0.92
Physical self-concept	.217092	.004102	1,124	0.65
Moral Self-Concept	.219303	.002211	1,123	0.35
Verbal Intelligence	.220552	.001249	1,122	0.20
Theoretical value	.221661	.001109	1,121	0.17
Total Achievement	.222462	.000801	1,120	0.12
Social self concept	.222831	.000369	1,119	0.06

TABLE - 23

IDENTIFICATION OF SIGNIFICANTLY CONTRIBUTING PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS TOWARDS THE DEPENDENT VARIABLE- "DECISION MAKING" (5th DIMENSION OF COMPETENCE) FOR SC BOYS (N = 134) USING STEP-UP MULTIPLE REGRESSION ANALYSIS

Name of the variable	R^2	Increment in R^2	df (1, N-p-1)	F
Political Value[1]	.029517	-	1,132	40.15**
Economic Value	.045936	.016419	1,131	2.25
Intellectual Self-concept	.055746	.00981	1,130	1.35
Aesthetic Value	.063256	.00751	1,129	1.03
Theoretical Value	.069475	.006219	1,128	0.86
Physical Self-Concept	.073247	.003772	1,127	0.52
Temperamental Self-concept	.078780	.005533	1,126	0.76
Occupational Aspiration	.082045	.003265	1,125	0.44
Social Self-concept	.084484	.002439	1,124	0.33
Verbal Intelligence	.085461	.000977	1,123	0.13
Non-Verbal Intelligence	.086242	.000781	1,122	0.10
Social Value	.086799	.000557	1,121	0.07
Educational Self-concept	.087348	.000549	1,120	0.07
Total Achievement	.087489	.000141	1,119	0.02
Religious Value	.087576	.000087	1,118	0.01

** $p \leq .01$

[1] For the first variable R^2 rather than increment in R^2 has been tested.

TABLE -24

IDENTIFICATION OF SIGNIFICANTLY CONTRIBUTING PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS TOWARDS THE DEPENDENT VARIABLE "TOTAL COMPETENCE"-FOR SC BOYS (N = 134) USING STEP-UP MULTIPLE REGRESSION ANALYSIS

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NAME of the Variable	R^2	Increment in R^2	df (1, N.-p-1)	F
Economic Value[1]	.115354	-	1,132	17.21**
Social Value	.176318	.060964	1,131	9.70**
Temperamental Self-concept	.219220	.042902	1,130	7.14**
Religious Value	.234682	.015462	1,129	2.61
Verbal Intelligence	.247960	.013278	1,128	1.70
Occupational Aspiration	.257894	.009934	1,127	1.70
Educational self-concept	.261232	.003338	1,126	0.57
Theoretical Value	.266269	.005037	1,125	0.86
Total Achievement	.269620	.003351	1.124	0.56
Non-verbal Intelligence	.272108	.002488	1,123	0.42
Intellige Self-concept	.273765	.001657	1,122	0.28
Social self-concept	.275824	.002059	1,121	0.34
Moral self-concept	.276822	.000998	1.120	0.16
Political Value	.277404	.000582	1,119	0.09
Physical Self-concept	.277731	.000327	1,118	0.06

TABLE -25

IDENTIFICATION OF SIGNIFICANTLY CONTRIBUTING PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS TOWARDS THE DEPENDANT VARIABLE - "ATTITUDE SCALE" OF CAREER MATURITY - FOR NSC BOYS (N=152) USING STEP UP MULTIPLE REGRESSION ANALYSIS

Name of the Variable	R^2	Increment in R^2	df $(1, N-p-1)$	F
Social Value[1]	.064274	-	1,150	10.29**
Intellectual Self concept	.124498	.060274	1,149	10.26**
Total Achievement	.151480	.026982	1,148	4.71*
Aesthetic Value	.162000	.011052	1,147	1.85
Moral Self concept	.174623	.012623	1,146	2.23
Social self-concept	.188200	.013577	1,145	2.48
Verbal self-concept	.195806	.007606	1,144	1.36
Religious value	.201264	.005458	1,143	0.98
Non-verbal intelligence	.207080	.005816	1,142	1.04
Educational Self-concept	.208750	.00167	1,141	0.30
Occupational Aspiration	.210715	.001965	1,140	0.35
Temperamental Self-concept	.212254	.001539	1,139	0.27
Physical Self-concept	.213008	.000754	1,138	0.13
Political Self-Concept	.213416	.000408	1,137	0.07
Theoratical Value	.2113593	.000177	1,136	.03

* $p < .05$; ** $p < .01$

TABLE - 26

IDENTIFICATION OF SIGNIFICANTLY CONTRIBUTING PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS TOWARDS THE DEPENDENT VARIABLE - "KNOWLEDGE OF SELF" (1st DIMENSION OF COMPETENCE) - FOR NSC BOYS (N=150), USING STEP-UP MULTIPLE REGRESSION ANALYSIS

Name of the variable	R^2	Increment in R^2	df (1, N-p-1)	F
Total Achievement[1]	.083141	-	1,148	13.42**
Aesthetic Value	.124986	.047822	1,147	7.03**
Intellectual Self-concept	.146800	.021814	1,146	3.76
Social Value	.164783	.017983	1,145	3.12
Political Value	.177263	.01248	1,144	2.18
Occupational Aspiration	.189914	.012651	1,143	2.23
Educational Self-Concept	.201788	.011874	1,142	2.11
Religious Value	.211141	.009353	1,141	1.67
Non-Verbal Intelligence	.217179	.006038	1,140	1.08
Theoretical Value	.221008	.003829	1,139	0.68
Moral Self concept	.223596	.002588	1,138	0.46
Social Self Concept	.224939	.224939	1,137	0.18
Verbal Intelligence	.226197	.001258	1,136	0.22
Temperamental Self concept	.227496	.001299	1,135	0.23
Economic Value	.228379	.000883	1,134	0.15
Physical Self Concept	.229219	.00085	1,133	0.14

** $p < .01$

[1] For the first variable i.e., Total Achievement, R^2 rather than increment in R^2 has been tested.

TABLE - 27

IDENTIFICATION OF SIGNIFICANTLY CONTRIBUTING PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS TOWARDS THE DEPENDENT VARIABLE "KNOWLEDGE OF OCCUPATION" (2nd DIMENSION OF COMPETENCE), NSC BOYS (N=150), USING STEP-UP MULTIPLE REGRESSION ANALYSIS

Name of the variable	R^2	Increment in R^2	df (1,N-p-1)	F
Occupational Aspiration [1]	.075206	-	1,148	12.04**
Aesthetic Value	.118470	.043264	1,147	7.21**
Verbal Intelligence	.142722	.024252	1,146	4.13*
Physical Self concept	.160883	.018161	1,145	3.14
Moral Self concept	.168556	.007673	1,144	1.33
Religious value	.176966	.00841	1,143	1.46
Intellectual self-concept	.184859	.007893	1,142	1.37
Political self concept	.191388	.006529	1,141	1.14
Non-verbal Intelligence	.195176	.003788	1,140	0.66
Social self-concept	.198839	.002663	1,139	0.64
Temperamental Self-concept	.200811	.001972	1,138	0.34
Total Achievement	.201709	.000898	1,137	0.15
Economic value	.202411	.000702	1,136	0.12

* $p \leq .05$; ** $p \leq .01$

[1] For the first variable i.e. occupational aspiration, R^2 rather than increment in R^2 has been tested.

TABLE - 28

IDENTIFICATION OF SIGNIFICANTLY CONTRIBUTING PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS TOWARDS THE DEPENDENT VARIABLE "CHOOSING AN OCCUPATION" (3rd DIMENSION OF COMPETENCE) FOR NSC BOYS (N=150) USING STEP-UP MULTIPLE REGRESSION ANALYSIS

Name of the variable	R^2	Increment in R^2	df (1,N-p-1)	F
Social Self-concept[1]	.031588	-	1,148	4.83*
Verbal Intelligence	.068517	.036929	1,147	5.83*
Theoretical value	.088730	.020213	1,146	3.23
Political value	.101838	.013108	1,145	2.12
Non-verbal Intelligence	.113185	.011347	1,144	1.84
Social value	.122087	.008902	1.143	1.45
Religious value	.129685	.007590	1.142	1.24
Occupational Aspiration	.136400	.006715	1,141	1.10
Temperamental Self-concept	.141897	.005497	1,140	0.90
Physical Self-concept	.148339	.006442	1,139	1.05
Educational Self-concept	.155345	.007006	1,138	1.14
Moral Self-concept	.156996	.001651	1,137	0.27
Total Achievement	.158758	.001762	1,136	0.28
Aesthetic Value	.159298	.00054	1,135	0.09
Economic value	.159718	.00042	1,134	0.07
Intellectual self-concept	.159832	.000114	1,133	0.02

* $p \leq .05$

[1] for the first variable i.e. social self concept, R^2 rather than increment in R^2 has been tested.

TABLE - 29

IDENTIFICATION OF SIGNIFICANTLY CONTRIBUTING PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS TOWARDS THE DEPENDENT VARIABLE "PREPARING FOR AN OCCUPATION" (4th DIMENSION OF COMPETENCE) FOR NSC BOYS (N=150) USING STEP_UP MULTIPLE REGRESSION ANALYSIS

Name of the variable	R^2	Increment in R^2	df (1.N p-1)	F
Physical self concept[1]	.080666	-	1,148	13.95**
Educational Self-concept	.143804	.063138	1,147	10.84**
T Theoretical value	.164178	.020374	1,146	3.56
Occupational Aspiration	.177484	.013306	1,145	2.35
Temperamental self concept	.185891	.008407	1,144	1.49
Economical value	.193089	.007198	1,143	1.28
Political value	.199472	.006383	1,142	1.13
Religious value	.205888	.006416	1,141	1.14
Non-verbal Intelligence	.211705	.005817	1,140	1.03
Moral self-concept	.215872	.004167	1,139	0.74
Aesthetic value	.219072	.0032	1,138	0.57
Intellectual self-concept	.221710	.002638	1,137	0.46
Total Achievement	.223745	.002035	1,136	0.36
Social value	.225556	.001811	1,135	0.32
Verbal Intelligence	.225941	.000385	1,134	0.07

** $p \leq .01$

[1] for the first variable i.e. physical self concept, R^2 rather than increment in R^2 has been tested.

TABLE - 30

IDENTIFICATION OF SIGNIFICANTLY CONTRIBUTING PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS TOWARDS THE DEPENDENT VARIABLE "DECISION MAKING" (5th DIMENSION OF COMPETENCE) FOR NSC BOYS (N=150), USING STEP-UP MULTIPLE REGRESSION ANALYSIS

Name of the variable	R^2	Increment in R^2	df - (1, N-p-1)	F
Total Achievement[1]	.077395	-	1,148	12.42**
Aesthetic Value	.102701	.025307	1,147	4.15*
Non-Verbal Intelligence	.123377	.020679	1,146	3.44
Moral Self concept	.143019	.019642	1,145	3.32
Social Value	.155165	.012146	1,144	2.07
Theoretical Value	.162958	.007793	1,143	1.77
Political Value	.172015	.009057	1,142	1.55
Physical Self-concept	.180367	.008352	1,141	1.54
Religious value	.183319	.002952	1,140	0.51
Educational Self-concept	.186007	.002688	1,139	0.46
Economic Value	.187999	.001992	1,138	0.34
Verbal Intelligence	.188785	.000786	1,137	0.13
Occupational Aspiration	.189069	.000284	1,136	0.05
Intellectual Self-concept	.189440	.000371	1,135	0.06

* $p \leq .05$ ** $p \leq .01$

1. For the first variable i.e. Total Achievement, R^2 rather than increment in R^2 has been tested.

TABLE - 31

IDENTIFICATION OF SIGNIFICANTLY CONTRIBUTING PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS TOWARDS THE DEPENDENT VARIABLE-"TOTAL COMPETENCE"-FOR NSC BOYS(N=150) USING STEP-UP MULTIPLE REGRESSION ANALYSIS

Name of the variable	R^2	Increment in R^2	df (1,N-p-1)	F
Total Achievement[1]	.103958	-	1,148	17.17**
Aesthetic Value	.180180	.076222	1,147	13.67**
Physical Self-concept	.232359	.052179	1,146	9.92**
Occupational Aspiration	.262616	.030257	1,145	5.95*
Political value	.280372	.017756	1,144	3.55
Religious value	.302313	.021941	1,143	4.50*
Educational Self-concept	.323517	.021204	1,142	4.45*
Theoretical value	.338666	.015149	1,141	3.23
Verbal Intelligence	.350483	.011817	1,140	2.55
Social self-concept	.357534	.007051	1,139	1.53
Intellectual self-concept	.362369	.004835	1,138	1.05
Temperamental self-concept	.369288	.006919	1,137	1.50
Social value	.373098	.00381	1,136	0.83
Moral self-concept	.374021	.000923	1,135	0.20
Non verbal Intelligence	.374109	.000088	1,134	0.02
Economic value	.374171	.000062	1,133	0.01

* $p < .05$ ** $p < .01$

[1] For the first variable i.e. Total Achievement, R^2 rather than increment in R^2 has been tested.

TABLE - 32

COMPARISON OF URBAN (N=19) AND RURAL (N=161) SC BOYS ON THE VARIOUS PSYCHOLOGICAL CHARACTERISTICS, CONSIDERING THEIR CONTRIBUTIONS INDIVIDUALLY AS WELL AS SIMULTANEOUSLY TOWARDS THE ATTITUDE SCALE, USING MAHALANOBIS D^2 STATISTICS WITH ADDITIONAL INFORMATION

Name of the variable	D^2_p	df (p,n-p-1)	F	$D^2_p - D^2_{p-1}$	df (1,N-p-1)	F
Theoretical Value	.21627	1,178	3.67547	-	-	-
Social Self Concept	.27890	2,177	2.35657	.06263	1,177	1.03699
Political Value	.29852	3,176	1.67209	.01962	1,176	.32121
Intellactual self concept	.31845	4,175	1.33017	.01993	1,175	.332376
Verbal Intelligence	.51490	5,174	1.71077	.19645	1,174	3.16729
Occupational Aspiration	.65229	6,173	1.79566	.13739	1,173	2.16298
Moral Self Concept	.78137	7,172	1.83305	.12908	1,172	1.99543
Physical Self concept	.86226	8,171	1.75968	.08089	1,171	1.22900
Social Value	.96422	9,170	1.73887	.10196	1,170	1.52896
Temperamental Self concept	.98319	10,169	1.58639	.01897	1,169	.28021

TABLE - 32(a)

MEANS OF THE URBAN (N=19) AND THE RURAL (N=161) SC BOYS ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS

Name of the variable	Mean Urban	Mean Rural	Mean difference
Theoretical valu	44.21579	42.01863	2.29716
Social self concept	28.21053	29.54658	-1.33605
Political value	46.52631	47.09317	- .56686
Intellectual self concept	29.89474	30.78882	- .89408
Verbal Intelligence	10.36842	12.10559	-1.73717
Occupational Aspiration	52.36842	48.91304	3.45538
Moral self concept	32.68421	34.07453	-1.39032
Physical self concept	31.10526	32.67702	-1.57176
Social Value	45.21053	43.79503	1.41550
Temperamental self concept	30.31579	31.37888	-1.06309

TABLE - 33

COMPARISON OF URBAN (N=17) AND RURAL (N=117) SC BOYS ON THE VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS, CONSIDERING THEIR CONTRIBUTIONS INDIVIDUALLY AS WELL AS SIMULTANEOUSLY TOWARDS THE "KNOWLEDGE OF SELF" (1st DIMENSION OF COMPETENCE), USING MAHALANOBIS D^2 STATISTIC WITH ADDITIONAL INFORMATION

Name of the variable	D^2_p	df (p, N-p-1)	F	$D^2_p - D^2_{p-1}$	df (1, N-p-1)	F
Economic Value	.36181	1,132	5.37050*	-	-	-
Social Value	.40794	2,131	3.00479*	.04615	1,131	.65325
Temperamental Self concept	.41780	3,130	2.03585	.00984	1,130	.13754
Non verbal Intelligence	.70051	4,129	2.54039*	.28271	1,129	3.91696*
Moral Self concept	.88718	5,128	2.55391*	.18667	1,128	2.49059
Intellectual Self concept	.89688	6,127	2.13496*	.00970	1,127	.12723
Verbal Intelligence	.90008	7,126	1.82185	.0032	1,126	.03996
Social Self Concept	.96795	8,125	1,70010	.06787	1,125	.86631
Physical Self concept	1.10186	9,124	1.70710	.13391	1,124	1.68385
Educational Self concept	1.14816	10,123	1.58805	.0463	1,123	.56978
Total Achievement	1.18819	11,122	1,48186	.04003	1,122	.48633

* $p < .05$

TABLE - 33(a)

MEANS OF THE URBAN (N=17) AND THE RURAL (N=117) NSC BOYS ON VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS

Name of Variable	Mean Urban	Mean Rural	Mean Difference
Economic Value	38.88235	35.37607	3.50628
Social Value	44.58523	44.25691	.33182
Temperamental Self-concept	30.41176	31.12820	- .71644
Non verbal Intelligence	8.82353	11.60684	-2.78331
Moral Self concept	32.47059	34.09402	-1.62343
Intellactual Self-concept	29.47059	30.62393	-1.15334
Verbal Intelligence	10.64706	11.94017	-1.29311
Social Self-concept	27.41176	29.17094	-1.75918
Physical Self-Concept	30.58823	32.83761	-2.24938
Educational Self-concept	33.47059	35.29915	-1.82856
Total Achievement	257.88232	255.24786	2.63448

TABLE - 34

COMPARISON OF URBAN (N=19) AND RURAL (N=161) SC BOYS ON THE PSYCHOLOGICAL CHARACTERISTICS, CONSIDERING THEIR CONTRIBUTIONS INDIVIDUALLY AS WELL AS SIMULTANEOUSLY TOWARDS THE "KNOWLEDGE OF OCCUPATION" USING MAHALANOBIS D^2 STATISTIC WITH ADDITIONAL INFORMATION

P.	Name of the Variable	D^2_p	$(p, N-p-1)$ df	F	$D^2_p - D^2_{p-1}$	$(1, N-p-1)$ df	F
1.	Economic Value	.26707	1,178	4.53879*	-	-	-
2.	Verbal Intelligence	.37918	2,177	3.20389	.11211	1,177	1,847
3.	Occupational Aspiration	.51731	3,176	2.89756*	.13813	1,176	2.240
4.	Intellectual Self - concept	.57138	4,175	2.38665*	.05407	1,175	0.860
5.	Temperamental self- concept	.60684	5,174	2.01524	.03546	1,174	0.558
6.	Non-verbal Intelligent	.86307	6,173	2.3759*	.25623	1,173	4.000
7.	Social Self concept	.88502	7,172	2.07621*	.02195	1,172	0.333
8.	Moral Self concept	.99649	8,171	2.03360*	.11147	1,171	1.678
9.	Theoretical value	1.38713	9,170	2.50155**	.39064	1,170	5.789
10.	Social Value	1.56093	10,169	2.51859**	.17380	1,169	2.476

** $p \leq .01$

* $\leq .05$

TABLE - 34(a)

MEANS OF THE URBAN (N=19) AND THE RURAL (N=161) SC BOYS ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS

Name of the variable	Urban	Rural	Difference (Urban-Rural)
Economic Value	38.57895	35.55901	3.01994
Verbal Intelligence	10.36842	12.10559	-1.73717
Occupational Aspiration	52.36842	48.91304	3.45538
Intellectual self concept	29.89474	30.78882	- .89408
Temperamental self concept	30.31579	31.37888	-1.06309
Non Verbal Intelligence	8.26316	11.78882	-3.52566
Social self concept	28.21053	29.54658	-1.33605
Moral Self concept	32.68421	34.07453	-1.39032
Theoretical value	44.31579	42.01863	2.29716
Social value	45.21053	43.79503	1.41550

TABLE - 35

COMPARISON OF URBAN (N=17) AND RURAL (N=117) SC BOYS ON THE VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS, CONSIDERING THEIR CONTRIBUTIONS INDIVIDUALLY AS WELL AS SIMULTANEOUSLY TOWARDS THE "CHOOSING OF OCCUPATION", USING MAHALNOBIS D^2 STATISTIC WITH ADDITIONAL INFORMATION

Name of the Variable	D_p^2	$(p, N-p-1)$ df	F	$D_p^2 - D_{p-1}^2$	$(1, N-p-1)$ df	F
Economic Value	.36181	1,132	5.37050*	-	-	-
Religious Value	.57832	2,131	4.25957*	.21651	1,131	3.06469
Non Verbal Intelligence	.85739	3,130	4.17791**	.27907	1,130	3.83052
Temperamental self-concept	.86181	4,129	3.12536*	.00442	1,129	.05854
Total Achievement	.88336	5,128	2.54292*	.02155	1,128	.28276
Educational Self concept	1.03823	6,127	2.47117*	.15487	1,127	2.00869
Verbal Intelligence	1.05063	7,126	2.12655*	.01240	1,126	.15726
Theoretical Value	1.14889	8,125	2.01862*	.09826	1,125	1.23526
Social Value	1.18913	0.123	1.64471	.01461	1,123	.17848
Intellectual self concept	1.17452	9,124	1.81968	.02563	1,124	.31643
Political value	1.20466	11.122	1.50240	.01553	1,122	.18700
Social self concept	1.32508	12,121	1.50246	.12042	1,121	1.45512
Aesthetic value	1.32513	13,120	1.37548	.00005	1,120	.00064
Occupational Aspiration	1.35115	14,119	1.29145	.02602	1,119	.30305
Physical self	1.41144	15,118	1.24856	.06029	1,118	.69444

TABLE - 35(a)

MEANS OF THE URBAN (N=17) AND THE RURAL (N=117) SC BOYS ON VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS

Name of the Variable	Mean Urban	Mean Rural	Mean Differen
Economic value	38.88235	35.37607	3.50628
Religious Value	36.05882	39.76068	-3.70186
Non Verbal Intelligence	8.82353	11.60684	-2.78331
Temperamental Self-Concept	30.41176	31.12820	- .71644
Total Achievement	257.88232	255.24785	2.63448
Educational Self-Concept	33.47059	35.29915	-1.82856
Verbal Intelligence	10.64706	11.94017	-1.29356
Theoretical value	44.41176	42.48718	1.92458
Intellectual Self concept	29.47059	30.62393	-1.15334
Social value	44.58823	44.25641	.33182
Political value	46.29412	47.26493	- .97083
Social Self-concept	27.41176	29.17094	-1.75918
Aesthetic value	29.17647	30.23077	-1.05430
Occupational Aspiration	51.29412	49.26495	2.02917
Physical Self concept	30.58823	32.83761	-2.24938

TABLE-36

COMPARISON OF URBAN (N=147) AND RURAL (N=147) SC BOYS ON THE VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS CONSIDERING THEIR CONTRIBUTIONS INDIVIDUALLY AS WELL ASSIMULTANEOUSLY TOWARDS THE "PREPARING FOR AN OCCUPATION" USING MAHALANOBIS D^2 WITH ADDITIONAL INFORMATION

p	Name of Variable	D^2_p	df (p, N-p-1)	F	$D^2_p - D^2_{p-1}$	df (1, N-p-1)	F
1.	Social Value	.00373	1,132	.05537	-	-	-
2.	Economic Value	.40796	2,131	3.0079*	.40423	1,131	5.9521
3.	Temperamental Self concept	.41780	3,130	2.03585	.00984	1,130	.1375
4.	Non Verbal Intelligence	.70051	4,129	2.54039*	.28271	1,129	3.9169
5.	Aesthetic Value	.70054	5,128	2.01664	.00003	1,128	..0004
6.	Occupational Aspiration	.72550	6,127	1.72682	.02496	1,127	.3304
7.	Educational Self-concept	.87676	7,126	1.77464	.15126	1,126	1.9814
8.	Intellictual Selfconcept	.90245	8,125	1.58562	.02569	1,125	.3286
9.	Physical Self-concept	1.02098	9,124	1.58180	.11853	1,124	1.5004
10.	Moral Sur-concept	1.12231	10,123	1.55230	.10133	1,123	1.2572
11.	Verbal Intelligence	1.12969	11,122	1.40809	.00738	1,122	.0894
12.	Total Achievement	1.16719	12,121	1.32344	.0375	1,121	.452
13.	Social Self-concept	1.22857	13,120	1.27525	.06138	1,120	.732

0606

*p < .05

TABLE - 36(a)

MEAN OF THE URBAN (N=17) AND THE RURAL (N=117) SC BOYS ON VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS

Name of Variable	Mean Urban	Mean Rural	Mean Differenc
Social Value	44.58823	44.25641	.33182
Economic Value	38.88235	35.37607	3.50628
Temperamental Self concept	30.41176	31.12820	- .71644
Non verbal Intelligence	8.82353	11.60684	-2.78331
Aesthetic Value	29.17647	30.23077	-1.05430
Occupational Aspiration	51.29412	49.26495	2.02917
Educational Self-concept	33.47059	35.29915	-1.82856
Intellectual Self-concept	29.47059	30.62392	-1.15334
Physical Self-concept	30.58823	32.83761	-2.24938
Moral Self-concept	32.47059	34.09402	-1.62343
Verbal Intelligence	10.64706	11.94017	-1.29311
Total Achievement	257.88232	255.24785	2.63448
Social Self concept	27.41176	29.17094	-1.75918

TABLE-37

COMPARISON OF URBAN (N=19) AND Rural (N=161) SC BOYS ON THE VARIOUS PSYCHOLOGICAL CHARACTERISTICS, CONSIDERING THEIR CONTRIBUTIONS INDIVIDUALLY AS WELL AS SIMULTANEOUSLY TOWARDS THE "DECISION MAKING" USING MAHALANOBIS D^2 STATISTIC WITH ADDITIONAL INFORMATION

P	Name of Variable	D^2	$\frac{(N-p-1)}{p(N-2)} D^2$	$F_{p,(N-p-1)}$	D^2_{p-1}	$\frac{(N-p-1)}{p(N-2)} D^2_{p-1}$	$F_{p-1,(N-p)}$
1.	Political Value	.00292	1,178	.16357	-	-	-
2.	Economic Value	.26830	2,177	7.83950	.25868	1,177	4.36723*
3.	Intellectual Self-concept	.29737	3,176	1.33729	.02907	1,176	.47623
4.	Aesthetic Value	.36484	4,175	1.52395	.06717	1,175	1.09130
5.	Theoretical Value	.58525	5,174	1.91451	.22041	1,174	3.53837
6.	Temperamental Self-concept	.65334	6,173	1.79855	.06809	1,173	1.06516
7.	Physical Self-concept	.68436	7,172	1.60616	.03132	1,172	.48420
8.	Occupational Aspiration	.80907	8,171	1.85111	.12441	1,171	1.90644
9.	Social Self-concept	.82022	9,170	1.47910	.01115	1,170	.16799
10.	Verbal Intelligence	1.07865	10,169	1.73074	.25843	1,169	3.77722
11.	Non-verbal Intelligence	1.46880	11,168	2.14174	.39015	1,168	5.76309*

* p < .05

TABLE - 37(a)

MEANS OF THE URBAN (N=19) AND THE RURAL (N=161) SC BOYS ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS

Name of the variable	Mean Urban	Mean Rural	Mean Difference
Political value	46.52631	47.09317	- .56686
Economic value	38.57895	35.55901	3.01994
Intellectual self concept	29.89474	30.78882	- .89408
Aesthetic value	28.31579	30.56522	-2.24943
Theoretical value	44.31579	42.01863	2.29716
Temperamental self-concept	30.31579	31.37888	-1.06309
Physical self concept	31.10526	32.67702	-1.57176
Occupational Aspiration	52.36842	48.91304	3.45538
Social self concept	28.21053	29.54658	-1.33605
Verbal intelligence	10.36842	12.10559	-1.73717
Non-verbal intelligence	8.26316	11.78882	-3.52506

TABLE -[illegible]

COMPARISON OF URBAN (N=117) AND RURAL (N=117) SC BOYS ON THE VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS, CONSIDERING THEIR CONTRIBUTIONS INDIVIDUALLY AS WELL AS SIMULTANEOUSLY TOWARDS THE "TOTAL COMPETENCE" USING MAHALANOBIS D^2 STATISTIC WITH ADDITIONAL INFORMATION

P [illegible] of V[illegible]	D^2_p	df (p, N-p-1)	F	$D^2_p - D^2_{p-1}$	df (1, N-p-1)	F
1. Social[illegible] Value	.00373	1,[illegible]	.05537	-	-	-
2. Economic Value	.10796	2,131	3.00479*	.10423	1,131	5.95214*
3. Theoretical Self-concept	.41780	3,130	2.03585	.00984	1,130	.13754
4. Religious Value	.58792	4,129	2.13203	.17012	1,129	2.35700
5. Verbal Intelligence	.65644	5,128	1.88968	.06852	1,128	.92504
6. Occupational Orientation	.68271	6,127	1.62496	.02627	1,127	.34931
7. Theoretical Value	.81967	7,126	1.65908	.13696	1,126	1.80219
8. Educational Self-concept	.96437	8,125	1.69441	.14470	1,125	1.86226
9. Total Achievement	1.00248	9,124	1.55314	.03811	1,124	.47943
10. Non-verbal Intelligence	1.18745	10,123	1.64239	.18197	1,123	2.29915
11. Social Self-concept	1.32409	11,122	1.65135	.13664	1,122	1.65366

* p [illegible] .05

TABLE - 38(a)

MEANS OF THE URBAN (N=17) AND THE RURAL (N=117) SC BOYS ON VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS

Name of the variable	Mean Urban	Mean Rural	Mean Difference
Social value	44.58823	44.25641	.33182
Economic value	38.88235	35.37607	3.50628
Temperamental self concept	30.41176	31.12820	- .71644
Religious value	36.05882	39.76068	-3.70186
Verbal Intelligence	10.64706	11.94017	-1.29311
Occupational Aspiration	51.29412	49.26495	2.02917
Theoretical value	44.41176	42.48718	1.92458
Educational self concept	33.47059	35.29915	-1.82856
Total Achievement	257.88232	255.24785	2.63448
Non verbal Intelligence	8.82353	11.60684	-2.78331
Social self concept	27.41176	29.17094	-1.75918

TABLE -39

COMPARISON OF URBAN (N=149) AND RURAL (N=133) NSC BOYS ON THE VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS, CONSIDERING THEIR CONTRIBUTIONS INDIVIDUALLY AS WELL AS SIMULTANEOUSLY TOWARDS THE ATTITUDE SCALE, USING MAHALANOBIS D^2 STATISTIC WITH ADDITIONAL INFORMATION.

p	Name of Variable	D^2_p	df (p, N-p-1)	F	$D^2_p - D^2_{p-1}$	df (1, N-p-1)	F
1.	Intellectual Self-Concept	.04432	1,150	.73689	-	-	-
2.	Social Value	.05637	2,149	.46542	.01205	1,149	.19796
3.	Total Achievement	.07182	3,148	.39267	.01545	1,148	.25179
4.	Social Self-Concept	.22997	4,147	.93671	.15815	1,147	2.55635
5.	Moral Self-Concept	.23905	5,146	.77635	.01008	1,146	.14332
6.	Aesthetic Value	.27642	6,145	.74039	.03737	1,145	.58513
7.	Verbal Intelligence.	.27884	7,144	.63575	.00242	1,144	.03741
8.	Non-Verbal Intelligence	.36824	8,143	.72954	.08940	1,143	1.37446
9.	Religions Value	.58879	9,142	1.02961	.22055	1,142	3.33493
10.	Occupational Aspiration	.64345	10,141	1.00843	.05266	1,141	.77256
11.	Educational Self Concept	.82005	11,140	1.15677	.17860	1,140	2.58738

TABLE - 39 (a)

MEANS OF THE URBAN (N=19) AND THE RURAL (N=133) NSC BOYS ON VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS

Name of the variable	Urban	Rural	Difference (Urban-Rural)
Intellectual Self concept	32.0000	31.14286	.85714
Social Value	45.26316	44.52631	.73685
Total Achievement	273.36841	265.38345	7.98495
Social Self Concept	28.89474	30.34586	-1.45112
Moral self concept	33.73684	34.16541	- .42857
Aesthetic value	27.26316	28.68421	-1.42105
Verbal Intelligence	13.36842	13.46617	- .09775
Non Verbal Intelligence	11.00000	12.51128	-1.51128
Religious value	37.47368	40.56391	-3.09023
Occupational Aspiration	34.78947	35.36842	- .57895
Educational Self Concept	54.15789	49.21804	4.93985

TABLE - 40

COMPARISON OF URBAN (N=149) AND RURAL (N= 13[illegible])NSC BOYS ON THE VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS, CONSIDERING THEIR CONTRIBUTIONS INDIVIDUALLY AS WELL AS WELL AS SIMULTANEOUSLY TOWARDS THE "KNOWLEDGE OF SELF" (1st DIMENSION OF COMPETENCE), USING MAHALANOBIS D^2 STATISTIC WITH ADDITIONAL INFORMATION.

p	NAME OF VARIABLE	D_p^2	df	F	$D_p^2 - D_{p-1}^2$	df (1, N-p-1)	F
1.	Aesthetic Value	.04623	1,150	.76854	-	-	-
2.	Total Achievement	.06128	2,149	.50599	.01505	1,149	.24727
3.	Intellectual Self Concept	.10905	3,148	.59628	.04777	1,148	.77855
4.	Social Value	.10956	4,147	.44624	.00051	1,147	.00817
5.	Occupational Aspiration.	.37145	5,146	1.20213	.26189	1,146	4.18694*
6.	Political Value	.39173	6,145	1.04925	.02028	1,145	.31310
7.	Educational Self-Concept	.47029	7,144	1.07226	.02856	1,144	1.20166
8.	Religious Value	.65338	8,143	1.30237	.18709	1,143	2.81836
9.	Non-Verbal Intelligence	.74657	9,142	1.30533	.08919	1,142	.30839
10.	Moral Self-Concept	.76616	10,141	1.19732	.01956	1,14[illegible]	1.28280
11.	Temperamental Self-Concept	.86884	11,140	1.22558	.10268	[illegible],140	[illegible].46848
12.	Verbal Intelligence	.87808	12,139	1.12729	.00924	[illegible],139	[illegible].12979
13.	Social Self-Concept	1.01500	13,138	1.19418	.13692	1,138	1.90844

TABLE - 40(a)

MEANS OF THE URBAN (n = 133) NSC BOYS ON VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS

Name of the variable	Urban	Rural	Difference (Urban-Rural)
Aesthetic Value	27.26316	28.68421	-1.42105
Total Achievement	273.36841	265.38345	7.98495
Intellectual Self Concept	32.0000	31.14286	.85714
Social Value	45.26316	44.52631	.73685
Occupational Aspiration	54.15789	49.21804	4.93985
Political Value	46.15789	46.46616	- .30827
Educational Self-Concept	34.78947	35.36842	- .57895
Religious Value	34.37368	40.56391	-3.09023
Non Verbal Intelligence	11.00000	12.51128	-1.51128
Moral Self Concept	33.73684	34.16541	- .42857
Temperamental Self concept	33.63158	32.54887	1.08271
Verbal Intelligence	13.36842	13.46617	- .09775
Social Self Concept	28.89474	30.34586	-1.45112

TABLE - 41

COMPARISON OF URBAN (N=21) AND RURAL (N=184) NSC BOYS ON THE VARIOUS PSYCHOLOGICAL CHARACTERISTICS, CONSIDERING THEIR CONTRIBUTIONS INDIVIDUALLY AS WELL AS SIMULTANEOUSLY TOWARDS THE "KNOWLEDGE OF OCCUPATION" USING MAHALANOBIS D^2 STATISTIC WITH ADDITIONAL INFORMATION

P. Name of the Variable	D^2_p	$(p, N-p-1)^{df}$	F	$D^2_p - D^2_{p-1}$	$(1, N-p-1)^{df}$	F
1. Aesthetic Value	.04708	1,203	.88746	-	-	-
2. Occupational Aspiration	.36765	2,202	3.14783	.32057	1,202	5.98647*
3. Verbal Intelligence	.42343	3,201	2.63419*	.05578	1,201	1.00673
4. Physical Self-concept	.47263	4,200	2.19421	.04920	1,200	.87908
5. Religious Value	.62006	5,199	2.29143*	.14743	1,199	2.60967
6. Intellectual Self Concept	.67450	6,198	2.06672	.05444	1,198	.94631
7. Moral Self-concept	.67992	7,197	1.77670	.00542	1,197	.09332
8. Political Value	.80713	8,196	1.83610	.12721	1,196	2.17761
9. Economic Value	.81166	9,195	1.63287	.00453	1,195	0.07626

* $p < .05$

TABLE - 41(a)

MEAN OF THE URBAN (N=21) AND THE RURAL (N=134) NSC BOYS ON VARIOUS PSYCHOLOGICAL CHARACTERISTICS

Name of Variable	Urban	Rural	Mean difference (Urban - Rural)
Aesthetic Value	27.71429	29.15217	-1.43788
Occupational Aspiration	54.71428	49.50000	5.21428
Verbal Intelligence	12.61905	13.42935	- .81030
Physical Self Concept	31.71429	32.77717	-1.06288
Religious Value	38.14286	40.48913	-2.34627
Intellectual Self-Concept	31.95238	31.82500	.32738
Moral Self Concept	33.95238	34.39022	- .20445
Political Value	45.52381	46.72826	-1.20445
Economic Value	37.0000	36.05434	.94566

TABLE - 42

COMPARISON OF URBAN (N=19) AND RURAL (N=133) NSC BOYS ON THE VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS CONSIDERING THEIR CONTRIBUTIONS INDIVIDUALLY AS WELL AS SIMULTANEOUSLY TOWARDS THE "CHOOSING OF OCCUPATION" USING MAHALANOBIS D^2 STATISTIC WITH ADDITIONAL INFORMATION

p	Name of Variable	D_p^2	df (p,N-p-1)	F	$D_p^2-D_{p-1}^2$	df (1,N-p-1)	F
1.	Verbal Intelligence	.00032	1,150	.00531	-	-	-
2.	Theoretical Value	.28677	2,149	2.36788	.28645	1,149	4.73031*
3.	Social self concept	.41725	3,148	2.28145	.13048	1,148	2.07444
4.	Political Value	.45321	4,147	1.84600	.03596	1,147	0.56005
5.	Non-verbalIntelligence	.558095	5,146	1.87982	.12774	1,146	1.96661
6.	Social Value	.59853	6,145	1.60315	.01758	1,145	0.26699
7.	Religious Value	.74163	7,144	1.69092	.14310	1,144	2.14179
8.	Educational Self-Concept	.74462	8,143	1.47521	.00299	1,143	0.04382
9.	Occupational Aspiration	.95202	9,142	1.66479	.20740	1,142	3.01522
10.	Physical Self Concept	.95335	10,141	1.48985	.00133	1,141	0.01883
11.	Temperamental Self-Concept	1.25530	11,140	1.72841	.27195	1,140	3.81647
12.	Total Achievement	1.24263	12,139	1.59532	.01733	1,139	0.23510
13.	Economic Value	1.24264	13,138	1.46201	.00001	1,188	.00009
14.	Intellectual Self-Concept	1.36415	14,137	1.47954	.12151	1,137	1.62170

*p $<$ .05.

TABLE - 42(a)

MEANS OF THE URBAN (N=19) AND THE RURAL (N=133) NSC BOYS ON VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS

Name of Variable	Urban	Rural	Difference (Urban-Rural)
Verbal Intelligence	13.36842	13.46617	- .09775
Theoretical Value	45.05263	41.85714	3.19549
Social self concept	28.89474	30.34586	-1.45112
Political value	46.15789	46.46616	- .30827
Non-verbal Intelligence	11.00000	12.51128	-1.51128
Social value	45.26316	44.52631	.73685
Religious value	37.47368	40.56391	-3.09023
Educational Self concept	34.78947	35.36842	- .57895
Occupational Aspiration	54.15789	49.21804	4.93985
Physical self concept	32.00000	32.71428	- .71428
Temperamental Self concept	33.63158	32.54837	1.08271
Total Achievement	273.36841	265.38345	7.98495
Economic value	36.73684	36.13534	.60150
Intellectual self concept	32.0000	31.14286	.85714

TABLE - 43

COMPARISON OF URBAN (N=19) AND RURAL (N=133) NSC BOYS ON THE VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS, CONSIDERING THEIR CONTRIBUTIONS INDIVIDUALLY AS WELL AS SIMULTANEOUSLY TOWARDS THE "PREPARING FOR AN OCCUPATIONS", USING MAHALANOBIS D^2 WITH ADDITIONAL INFORMATION

P	Name of variable	D^2_p	df (p,N-p-1)	F	$D^2_p - D^2_{p-1}$	df (1,N-p-1)	F
1.	Educational Self-concept	.02062	1,150	.34283	-	-	-
2.	Physical Self-concept	.03579	2,149	.29552	.01517	1,149	.24995
3.	Theoretical value	.33801	3,148	1.84815	.30222	1,148	4.93780*
4.	Occupational Aspiration	.54826	4,147	2.23313	.21025	1,147	3.30178
5.	Temperamental self-concept	.74946	5,146	2.42549*	.20120	1,146	3.06920
6.	Economic value	.75635	6,145	2.02582	.00689	1,145	.10227
7.	Religious value	.90764	7,144	2.06942*	.15129	1,144	2.22782
8.	Political value	.99422	8,143	1.96969*	.08658	1,143	1.24675
9.	Non-verbal Intelligence	1.06211	9,142	1.85732	.06789	1,142	.96243
10.	Intellectual self-concept	1.15949	10,141	1.81199	.09738	1,141	1.062110
11.	Total achievement	1.16324	11,140	1.64088	.00375	1,140	.05163
12.	Social Value	1.16962	12,139	1.50158	.00638	1,139	.08705
13.	Verbal Intelligence	1.16969	13,138	1.37619	.00007	1,138	.00101

* $P \leq .05$

TABLE - 43(a)

MEANS OF THE URBAN (N=19) AND THE RURAL (N=133) NSC BOYS ON VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS

Name of the Variable	Urban	Rural	Difference (Urban-Rural)
Educational self-concept	34.73947	35.36342	- .57895
Physical self-concept	32.000	32.71428	- .71428
Theoretical value	45.05263	41.85714	3.19549
Occupational Aspiration	54.15789	49.21804	4.93985
Temperamental self-concept	33.63158	32.54887	1.08271
Economic Value	36.73684	36.13534	.60150
Religious value	37.47368	40.56391	-3.09023
Political value	46.15789	46.46616	- .30827
Non verbal Intelligence	11.0000	12.51128	-1.51128
Intellectual self concept	32.000	31.14286	.85714
Total Achievement	273.36841	265.38345	7.98495
Social Value	45.26316	13.46617	- .09775

TABLE - 44

COMPARISON OF URBAN (N=19) AND RURAL (N=133) NSC BOYS ON THE VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS CONSIDERING THEIR CONTRIBUTIONS INDIVIDUALLY AS WELL AS SIMULTANEOUSLY TOWARDS THE "DECISION MAKING" USING MAHALANOBIS D^2 STATISTIC WITH ADDITIONAL INFORMATION

P	Name of Variable	D^2_p	df (p, N-p-1)	F	$D^2_p - D^2_{p-1}$	df (1, N-p-1)	F
1.	Total Achievement	.02324	1,150	.38637	.38637	-	-
2.	Aesthetic Value	.06128	2,149	.50599	.03804	1,149	.62658
3.	Non-verbal Intelligence	.15944	3,148	.87180	.09816	1,148	1.59935
4.	Moral Self-concept	.18504	4,147	.75370	.02560	1,147	.40987
5.	Social Value	.18823	5,146	.60918	.00319	1,146	.05061
6.	Political Value	.20270	6,145	.54292	.01447	1,145	.22775
7.	Physical self-concept	.22567	7,144	.54153	.02297	1,144	.35859
8.	Theoretical Value	.53493	8,143	1.05977	.30926	1,143	4.78187*
9.	Economic Value	.53591	9,142	.93715	.00098	1,142	.01480
10.	Verbal Intelligence	.53889	10,141	.84214	.00298	1,141	.04399
11.	Occupational Aspiration	.74489	11,140	1.05075	.20600	1,140	3.01630

* $p \leq .05$

TABLE - 44(a)

MEANS OF THE URBAN (N=19) AND THE RURAL (N=133) NSC BOYS ON VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS

Name of Variable	Urban	Rural	difference (Urban-Rural)
Total Achievement	273.36841	265.38345	7.98495
Aesthetic Value	27.26316	28.68421	-1.42105
Non-verbal Intelligence	11.000	12.51128	-1.51128
Moral self concept	33.73684	34.16541	- .42857
Social Value	45.26316	44.52631	.73685
Political Value	46.15789	46.46616	- .30827
Physical self concept	32.000	32.71428	- .71428
Theoretical value	45.05263	41.85714	3.19549
Economic Value	36.73684	36.13534	.60150
Verbal Intelligence	13.36842	13.46617	- .09775
Occupational Aspiration	54.15789	49.21804	4.93985

TABLE - 45

COMPARISON OF URBAN (N=19) AND RURAL (N=133) NSC BOYS ON THE VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS? CONSIDERING THEIR CONTRIBUTIONS INDIVIDUALLY AS WELL AS SIMULTANEOUSLY TOWARDS THE "TOTAL COMPETENCY", USING MAHALANOBIS D^2 STATISTIC WITH ADDITIONAL INFORMATION

p	Name of variable	D^2_p	df (p,N-p-1)	F	$D^2_p - D^2_{p-1}$	df (1,N-p-1)	F
1.	Aesthetic Value	.04623	1,150	.76854	-	-	-
2.	Physical Self-concept	.06991	2,149	.57723	.02368	1,149	.38901
3.	Total Achievement	.08282	3,148	.45286	.01291	1,148	.21020
4.	Occupational Aspiration	.32849	4,147	1.33799	.24567	1,147	3.96619
5.	Religious Value	.50949	5,146	1.64889	.18190	1,146	2.82603
6.	Educational Self-concept	.51037	6,145	1.36701	.00088	1,145	.01338
7.	Political Value	.53980	7,144	1.23075	.02943	1,144	.44457
8.	Theoretical Value	.74693	8,143	1.47977	.20713	1,143	3.09748
9.	Verbal Intelligence	.77813	9,142	1.36071	.03120	1,142	.45344
10.	Social Self-concept	.84234	10,141	1.31637	.06421	1,141	.92382
11.	Temperamental Self-concept	1.17932	11,140	1.66356	.33698	1,140	4.78238*
12.	Intellectual Self-concept	1.29152	12,139	1.65807	.11220	1,139	1.52867
13.	Non-verbal Intelligence	1.34655	13,138	1.58426	.05503	1,138	.73625

* $p < .05$

TABLE - 45(a)

MEANS OF THE URBAN (N=19) AND THE RURAL (N=133) SC BOYS ON VARIOUS PSYCHOLOGICAL AND ACADEMIC CHARACTERISTICS

Name of the Variable	Urban	Rural	Difference (Urban-Rural)
Aesthetic Value	27.26336	28.6844	-1.42105
Physical self concept	32.0000	32.71428	-0.71428
Total Achievement	273.36841	265.38545	7.98496
Occupational Aspiration	54.15789	49.21804	4.93985
Religious Value	37.47368	40.56391	-3.09023
Educational Self concept	34.71197	35.36892	-0.57895
Political value	46.15789	46.47716	-0.30827
Theoretical value	45.05263	41.85714	3.19549
Verbal Intelligence	13.36842	13.46617	-0.09775
Social self concept	28.86474	30.31586	-1.45112
Temperamental self concept	33.63152	32.54881	1.08271
Intellectual self concept	32.0000	31.14281	0.85719
Non Verbal Intelligence	11.0000	12.51128	-1.51128

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